DOCUMENT RESUME

ED 056 120 UD 010 786

AUTHOR	Dawson, Martha E.; Holston, Helen H.
TITLE	The Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. Interim Report.
INSTITUTION	Hampton Inst., Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	31 Aug 66
CONTRACT	OEC-2-6-000203-2000
NOTE	149p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Culturally Disadvantaged; Educational Strategies; *Inservice Teacher Education; *Institutes (Training Programs); Laboratory Schools; Nongraded Classes; *Nongraded System; Program Evaluation; *School Integration
IDENTIFIERS	Virginia

ABSTRACT

Thirty educators, with potential to assume a leadership role within his school or district and for whom the study of the non-graded approach would be of value, were selected for the Institute. One hundred children were also selected for "Operation Step Up" - a summer program in the Hampton Institute Nongraded Laboratory School. The objectives of the program revolved around the nongraded school, and individualized instruction. Other objectives included planning for the transition from a graded to a nongraded program and organizing a nongraded school. The laboratory school provided the opportunity for the participants to teach and observe in a nongraded desegregated classroom. The training phase took place from June, 1966 through July, 1966. A follow up phase began September 1966 and ended April, 1967. (Authors/CB)

ED056120

INTERIM REPORT OF
INSTITUTE TRAINING PROGRAM

Title: The Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged

Authors of Report: Martha E. Dawson, Director
Helen H. Holston, Associate Director

Contract Number: OEC2-6-000203-2000
P. L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Name of Program Director: Dr. Martha E. Dawson, Chairman
Department of Elementary Education
Hampton Institute

Imprint of Contractor:

The Project Reported Herein
Was Supported by a Contract from the
U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Date Transmitted: August 31, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UD 010786

ABSTRACT

Identification: Interim Report of the Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. The authors of the report and directors of the institute were: Dr. Martha E. Dawson, Director and Mrs. Helen H. Holston, Associate Director, Hampton Institute, Hampton, Virginia.

The institute reported herein was supported by a contract from the Office of Educational Opportunity, U. S. Department of Health, Education and Welfare.

The contract number was OEC 2-6-000203-2000, P. L. 88-352, Title IV, Section 404, The Civil Rights Act of 1964.

Dates: Planning phase - November, 1965 - June, 1966
Training phase - June, 1966 - July, 1966
Follow-up phase - September, 1966 - April, 1967

Participants: Thirty educators were selected from a group of approximately one hundred applicants. One hundred boys and girls were selected for Operation Step-Up - a summer program in the Hampton Institute Nongraded Laboratory School - from over three hundred applications.

In selecting participants priority was given to a team of educators which included an administrative or supervisory person and two teachers. Top priority was given to racially integrated teams from a school or school system. All participants selected had letters of recommendation from the school superintendent or director of instruction stating that the applicant had the ability to assume a leadership role within his school or school district, and that the study of the nongraded approach by the applicant would be of value to the school district.

The selected group included eight teams and one team-at-large of five. Twenty-one teachers and nine persons in administrative or supervisory positions were participants in the institute. Twenty-four persons were Negro and six were Caucasian. Sixteen schools and twelve school districts were represented.

Objectives of the program: The institute was designed:

to assist the participants in acquiring professional skill in analyzing instructional problems and planning an instructional program geared to the educational deficiencies of disadvantaged pupils within a nongraded classroom,

to assist the participants in improving the quality of instruction in desegregated classrooms through a nongraded approach to instruction,

to stimulate and assist underachievers and/or disadvantaged children in improving their academic skills through a nongraded approach to teaching and learning.

The institute was organized so that the participants might develop:

an understanding of the nongraded school and its potential for desegregated schools,

an understanding of the dimensions of a nongraded school and the possibilities for improved programs in desegregated classrooms,

an understanding of the learning problems of the disadvantaged and/or underachiever,

an understanding of individualized instruction and its potential in desegregated classrooms,

an understanding of the thematic approach to social studies and its potential in desegregated classrooms.

Experiences were planned so that the participants might gain proficiency in:

diagnosing the learning skills of pupils in reading and the language arts,

utilizing the interest of disadvantaged pupils in developing research skills and expanding their horizons,

using a thematic approach in developing units to meet the individual needs and interests of pupils with varied cultural background,

utilizing community resources to enrich the experiences of disadvantaged pupils,

organizing the class to take care of individual differences,

using an individualized approach in teaching reading to underachievers,

utilizing current issues which are found in news media to expand the pupils' horizons and to stimulate interest in the activities of the world in which they live,

teaching within a nongraded framework,

organizing a nongraded school,

planning for the transition from a graded to a nongraded program,

utilizing the nongraded approach in meeting the instructional needs of pupils in desegregated classrooms.

Procedures: During the five-week institute an attempt was made to saturate the participants with ideas and experiences relative to:

I - Individualized approaches in various academic areas.

N - Nongraded concepts as an approach in providing for individual differences.

D - Disadvantaged youth, especially those who are educationally disadvantaged in desegregated classrooms.

Fifteen consultants worked with the group, each giving an average of two days to the institute. Two instructors, Mr. Douglas Bowles and Mr. Richard Gale, gave full time to the group, coordinating and analyzing ideas presented as well as assisting with action projects. Four master teachers, Mrs. Roberta Atkinson, Mrs. Lydia Shipman, Mrs. Martha Williams, and Mrs. Emmy Wilson, directed the teaching activities in the nongraded classrooms. The Director and Associate Director planned experiences and assisted with the implementation of all activities.

Each participant spent one week interning in the Hampton Institute Nongraded Laboratory School, working with the pupils in Operation Step-Up. The Laboratory School program was designed to give underachievers in the local communities an "educational booster" and also provide an opportunity for the participants to teach and observe in a nongraded desegregated classroom.

Participants also developed tentative action projects on individualized approaches to instruction in the basic areas of the curriculum. The administrators examined educational practices in their schools which needed attention before moving into a nongraded organizational pattern.

Results and Conclusions: The objectives of the institute were realized The participants completed the training session with:

more insight into the dimensions of nongrading,

a positive attitude toward the educationally disadvantaged,

the realization that desegregation of pupils and faculties present no unique educational problems,

the realization that boys and girls, teachers, and administrators can work effectively in a bi-racial educational setting,

the realization that the nongraded approach to school organization and curriculum offers many possibilities for the meeting of educational needs of pupils with wide variations in academic and social backgrounds,

the realization that an individualized approach to instruction is essential in all teaching situations but mandatory in teaching the educationally deprived.

the realization that the initiation of a nongraded school should be preceded by one to two years of concentrated study of existing educational problems,

the realization that the nongraded approach has some limitations and some existing programs have increased learning barriers and frustration (especially programs which have replaced grades by specific reading levels which follow an adopted text).

The interpersonal relationships among all the members of the institute staff, participants and resource persons, were excellent and rewarding. For many of the participants the institute was a first experience in working on educational problems in a bi-racial setting.

TABLE OF CONTENTS

Abstract

Description of Participants . . . 2
Permanent Staff . . . 6
Consultants and Guest Lecturers . . . 14
Content . . . 22
Method . . . 44
Teaching Aids . . . 50
Consultation and Guidance . . . 53
Informal Program . . . 54
Institute Facilities . . . 56
Participation of Local School Systems . . . 58
Plans for Follow-Up . . . 59
Overall Evaluation . . . 61
Evaluation Procedures . . . 66
Photo Highlights . . . 68

PART II
REPORT OF OPERATION STEP-UP

Objectives . . . 72
Procedures for Selecting Children . . . 72
Content . . . 81
Methods . . . 84
Teaching Aids . . . 85
Consultation and Guidance . . . 87
Facilities . . . 88
Evaluation Procedures . . . 89
Overall Evaluation . . . 91

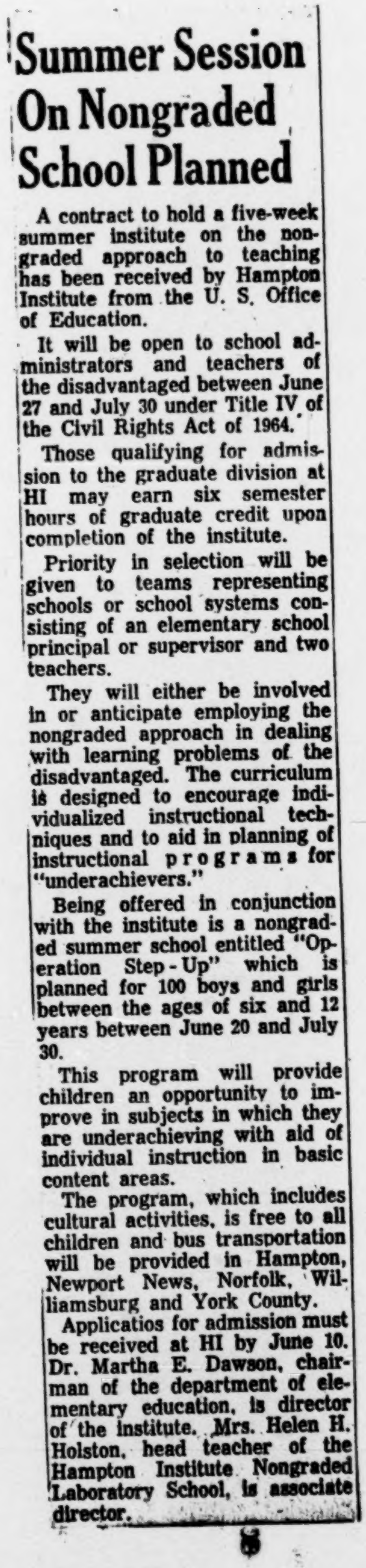
APPENDICES

Institute Announcement Bulletin	APPENDIX A
Acceptance Letter	APPENDIX B
Rejection Letter	APPENDIX C
General Information Bulletin	APPENDIX D
Letter to Local Superintendents	APPENDIX E
Letter to Supervisors and Principals	APPENDIX F
Nongraded School Folders	APPENDIX G
List of Periodicals	APPENDIX H
List of Books	APPENDIX I
Consultant's Summary	APPENDIX J
Participants Weekly Summary	APPENDIX K
Weekly Team Evaluation	APPENDIX L
General Institute Evaluation	APPENDIX M

OPERATION STEP-UP

Operation Step-Up Bulletin	APPENDIX N
Acceptance Letter	APPENDIX O
Rejection Letter	APPENDIX P
School Information Form	APPENDIX Q
Home Information Form	APPENDIX R
Statement of Policies	APPENDIX S
Interest Inventory	APPENDIX T
Parent Meeting June 23, 1966	APPENDIX U
Enrichment Schedule	APPENDIX V
Intern's Evaluation	APPENDIX W
Parent Meeting July 27, 1966	APPENDIX X
Parent Evaluations	APPENDIX Y

Daily Press, Newport News, Virginia
May, 1966



Summer Session On Nongraded School Planned

A contract to hold a five-week summer institute on the nongraded approach to teaching has been received by Hampton Institute from the U. S. Office of Education.

It will be open to school administrators and teachers of the disadvantaged between June 27 and July 30 under Title IV of the Civil Rights Act of 1964.

Those qualifying for admission to the graduate division at HI may earn six semester hours of graduate credit upon completion of the institute.

Priority in selection will be given to teams representing schools or school systems consisting of an elementary school principal or supervisor and two teachers.

They will either be involved in or anticipate employing the nongraded approach in dealing with learning problems of the disadvantaged. The curriculum is designed to encourage individualized instructional techniques and to aid in planning of instructional programs for "underachievers."

Being offered in conjunction with the institute is a nongraded summer school entitled "Operation Step-Up" which is planned for 100 boys and girls between the ages of six and 12 years between June 20 and July 30.

This program will provide children an opportunity to improve in subjects in which they are underachieving with aid of individual instruction in basic content areas.

The program, which includes cultural activities, is free to all children and bus transportation will be provided in Hampton, Newport News, Norfolk, Williamsburg and York County.

Applicatios for admission must be received at HI by June 10. Dr. Martha E. Dawson, chairman of the department of elementary education, is director of the institute. Mrs. Helen H. Holston, head teacher of the Hampton Institute Nongraded Laboratory School, is associate director.

DESCRIPTION OF PARTICIPANTS

Thirty participants were selected for the institute. In selecting, priority was given to a team of two or three from a school or school system.

Teams composed of a principal or supervisor and two teachers were given priority. Racially integrated teams were deemed most desirable. The selected group included:

A team of three from:
- Georgia
- Waldorf, Maryland
- Tyler, Texas
- Hampton, Virginia (parochial school of the Diocese of Richmond)

A team of two from:
- Hampton, Virginia (public schools)
- Suffolk, Virginia
- New Kent County, Virginia

A team of four from:
- York County, Virginia (two schools within the county)

A team-at-large with one participant each from:
- Montgomery, Alabama
- Rollingfork, Mississippi
- Nashville, Tennessee (parochial school)
- Amelia County, Virginia
- Newport News, Virginia

Name	Business Address	Position	School System
Bates, Susie	George W. Watkins Quinton, Virginia	Teacher Primary	New Kent Public Schools, Providence Forge, Virginia
Beverly, Laurenia	Malcolm Jr. High Waldorf, Maryland	Teacher Elem.	Charles County La Plata, Md.
Blumenthal, Moira	Holy Name School Nashville, Tenn.	Principal & Teacher	Diocese of Nashville, Tenn. Catholic Schools
Carter, Julia	R.R. Moton Elem. Sc. Hampton, Virginia	Principal	Hampton
Chiles, Alice	Baker School Richmond, Virginia	Teacher Pre-primary	Richmond Public Schools
Hall, Anita	R.R. Moton Elem. Sc. Hampton, Virginia	Teacher	Hampton
Hosley, Dorothy	Baker School Richmond, Virginia	Teacher Primary	Richmond Public Schools
Jordan, Osmund	Henry Weathers H.S. Rolling Fork, Miss.	Principal	Shankey-Issoquena Sine Consolidated
Lassister, Thomas	Henry County Training School McDonough, Georgia	Teacher	Henry County
Lee, Jessie	Henry County Training School McDonough, Georgia	Teacher Primary	Henry County
Moss, Margaret	Box 1549 Suffolk, Va.	Supervisor	Suffolk Public Schools
Matthews, Willie	Malcolm School Waldorf, Maryland	Reading Teacher	Charles County
Moore, Melvin	Douglas School Williamsburg, Va.	Principal	York County
Murray, Mary	George W. Watkins School Quinton, Virginia	Teacher	New Kent Public Schools
McDuffie, Bertha	Malcolm Elementary School Waldorf, Maryland	Teacher	Charles County

Name	Business Address	Position	School System
McKee, Rhea	Bethel Manor Elem. Langley AFB, Va.	Teacher	York County
Penn, Sadie	Alabama State College Lab. Sch. Montgomery, Alabama	Teacher	Shelby and Montgomery Counties
Phillips, Peggy	Bethel Manor Elem. Langley AFB, Va.	Teacher	York County
Polce, Margaret	Bethel Manor Elem. Langley AFB, Va.	Teacher	York County
Polk, Charlie (Mrs.)	Peete Elem. Sch. Tyler, Texas	Teacher	Tyler Texas Public Sch.
Richards, Dolly	Booker T. Washington Suffolk, Virginia	Teacher	Suffolk Public Schools
Sansone, Ruby	St. Mary Star of the Sea Phoebus, Virginia	Teacher	Richmond Diocese
Stinson, Eva	St. Mary Star of the Sea Phoebus, Virginia	Teacher	Richmond Diocese
Taylor, Juanita	Russell Grove Elem. Amelia, Virginia	Teacher	Amelia County
Turpin, Leola	Language Arts Dept. Richmond Public Sch. Richmond, Virginia	Reading	Richmond Public Schools
Walker, Mary	Carver Elem. Milledgeville, Ga.	Teacher	Baldwin County Schools
Wyche, Ruth	Walter Reed Newport News, Va.	Teacher	Newport News
Wynne, Elmer	Peete Elem. Sch. Tyler, Texas	Principal	Tyler Texas Public Sch.
Wynne, Ruth	St. Louis Elem. Tyler, Texas	Teacher	Tyler Texas Public Sch.
Zarek, Cyrilla	St. Mary Star of the Sea Phoebus, Virginia	Principal	Richmond Diocese

Figure 1. Institute Participants

TABLE I - BACKGROUND OF PARTICIPANTS

Position	Race Negro	 White	Total
Teachers	17	4	21
Supervisors	1	0	1
Principals	4	2	6
Others (Reading Consultants)	2	0	2
Total	24	6	30

PERMANENT STAFF

Staff	Role During Institute	Current Permanent Position
Dr. Martha E. Dawson	Director Assumed responsibility for planning and executing program	Chairman, Director of Elementary Education, Hampton Institute Curriculum Consultant Hampton Institute Nongraded Laboratory School
Mrs. Helen H. Holston	Associate Director Directed and Coordinated Nongraded Laboratory School's Operation Step-up Program for one hundred children	Head Teacher Hampton Institute Nongraded Laboratory School
Mr. Richard Gale	Institute Instructor Coordinated instructional phase of the institute Conducted a series of lectures on the concomitant aspects of nongrading such as parent-teacher conferences, continuous teacher plan, and other aspects of the nongraded school Analyzed the various concepts on nongraded school presented by visiting consultants Summarized weekly team evaluation reports. As a result, he met with teams on possible procedures for initiating a study of the nongraded school in their local communities	Principal, West Corners School Endicott, New York

Mr. Richard Gale	Directed administrators and supervisors in action projects which focused on problems to be considered in initiating a nongraded school	
Mr. F. Douglas Bowles	Institute Instructor Directed small group projects on individualized instruction Coordinated instructional phases of the institute Conducted a series of lectures on problems as related to child development and learning Analyzed weekly evaluation reports of individual participants. As a result he: Counseled with individuals Lectured on topics of concern Assisted with the improving of the on-going workshop activities	
Mrs. Roberta Atkinson	Master Teacher Intermediate Unit Hampton Institute Nongraded Laboratory School Directed and supervised participants while interning in Operation Step-Up	Intermediate Teacher St. Mary Star of the Sea Hampton, Virginia
Mrs. Lydia Shipman	Master Teacher Primary Unit Hampton Institute Nongraded Laboratory School Directed and supervised participants while interning in Operation Step-Up	Primary Unit Teacher Hampton Institute Nongraded Laboratory School

Mrs. Martha Williams	Master Teacher Primary Unit Hampton Institute Nongraded Laboratory School Directed and supervised participants while interning in Operation Step-Up	School Community Coordinator, Richmond Public Schools Richmond, Virginia Former Nongraded teacher, Baker School, Richmond, Virginia
Mrs. Emmy Wilson	Master Teacher Intermediate Unit Hampton Institute Nongraded Laboratory School Directed and supervised participants while interning in Operation Step-Up	Intermediate Teacher Dunbar School Newport News, Virginia
Dr. Nellie Wilson	Institute Psychologist (part-time) Screened and selected pupils for Operation Step-Up. Administered individual psychological tests, collected socio-metric data. Conferred with parents, teachers and staff. Conducted workshop session on techniques for studying and recording the behavior of children.	Director of Psychological Services Hampton, Virginia

Figure 2 Staff Profile

Special Strengths and Weaknesses of the Staff

Participants were asked to list the special strengths and weaknesses of the staff on the General Institute Evaluation form (See Appendix M). A sample of their comments follows. It is interesting to note that the weaknesses, if any, of the staff were not evident to the participants. Since the participants did not note the weaknesses, there was no data from which to make a sample.

The participants noted that the staff possessed the strengths listed. Only those comments which were consistently and frequently mentioned are included. The comments are presented as given by the participants.

TABLE II

SAMPLE OF COMMENTS MADE BY PARTICIPANTS ON THE SPECIAL STRENGTHS OF THE STAFF

Staff	Special Strengths	Consistently Mentioned	Frequently Mentioned
Atkinson*	Leadership ability	X	
	Planning for individualization		X
	Relaxed manner		X
	Informed background		X
	Ability to explain work		X
	Guidance in helping individuals adjust to new situations		
Bowles	Attention to individual needs	X	
	Good lecturer	X	
	Understanding person	X	
	Most friendly and warm		X
	Most pleasant	X	
	Very thorough	X	
	Ability to synthesize discussions		X
	Excellent leader and works well with other people		X
	Excellent in human relations		X

Table II, cont'd

Staff	Special Strengths	Consistently Mentioned	Frequently Mentioned
Dawson	Pre-planning for the institute	X	
	Excellent educator	X	
	Excellent director	X	
	Willingness to help		X
	Splendid personality	X	
	Excellent organizer	X	
	Selection of consultants	X	
	"Drive" and ability to stimulate others		X
	Excellent resource person		X
	Excellent in explaining details and giving information		X
	Excellent relationship		X
	Coordinated thoroughly; knows when to intercede		X
	Personal charm and intelligence		X
	Knowledge of material		X
	Guidance in understanding the total program		X
Gale	Instruction and guidance of racial groups	X	
	Good lecturer		X
	Very conscientious		X
	Good organizer	X	
	Has plenty of materials and information		X
	Administrative information		X
	Agreeable		X
	Helpful and analytical		X
	Sense of humor	X	
	Cooperative professional educator		X
	Concern for pupils and Teachers	X	
	Very thorough		X
	Personable		X
Holston*	Pleasing personality	X	
	Excellent head teacher	X	
	Knows how to supervise and has the personality of a leader	X	
	Interested in problems of the school		X
	Inspiring and encouraging		X
	Personal charm		X
	Knowledge of material and intelligence		X
	General aid throughout the experiences		X
	Human relations		X

Table II, cont'd

Staff	Special Strengths	Consistently Mentioned	Frequently Mentioned
Shipman*	Understands the children's needs	X	
	Guidance in understanding the Laboratory School, its organization, purpose and children	X	
	Insatiable capacity for quality teaching		X
	Very direct and straight forward in offering suggestions		X
	Planning and operating classroom		X
Williams*	Leadership in working in the Laboratory School		X
	Very calm under pressure		X
	Good master teacher		X
	Concerned and a hard worker		X
	Personal charm		X
Wilson*	Ability to teach a class of 25 pupils and two participants all at once	X	
	Demanded quality planning and teaching		X
	Ability to clarify ideas		X
	Understanding and helpful		X
	Sense of direction		X

---

*Primarily involved in Operation Step-Up

TABLE III

EVALUATION OF STAFF BY PARTICIPANTS

Staff	Concerned with problems of group and/or individuals			Relationship with group and/or individuals				Assistance in action project				Assistance in intern activities				Quality of teaching			
	Great	Average	Mild	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
Bowles	25	2	1	25	2	1		25	3			10	5			15	6		
Dawson	27			24	4			22	4			12	4			14	2		
Gale	24	3	1	24	3	1		22	3	1		10	5			15	6		
Holston *	27			23	5			20	4			15	4			13	3		
Atkinson *	8	2		9	1			7	3			8	1			7	1		
Shipman *	8	2		8	3			5	5			7	2			6	3		
Williams *	11	1		9	2			5	6			5	5			5	4		
Wilson *	12	1		12				11	1			12				11			

* Primarily involved in Operation Step-Up
* Numerals refer to number of responses

E - Excellent
G - Good
F - Fair
P - Poor

Table III cont'd

Staff	Assistance in guiding on-going activities			
	E	G	F	P
Bowles	23	4	1	
Dawson	25	2		
Gale	22	4	1	
Holston *	18	7		
Atkinson *	7	2		
Shipman *	6	4		
Williams *	6	5		
Wilson *	11	1		

* Primarily involved in Operation Step-Up
* Numerals refer to the number of responses

E - Excellent
G - Good
F - Fair
P - Poor

CONSULTANTS AND GUEST LECTURERS

Learning through exposure was one of the major endeavors of the institute. An attempt was made to expose the participants to as many leading educators as the institute calendar would permit. The consultants were expected to introduce, guide and evaluate learning in three target areas.

I -- individualized approaches in various academic areas

N -- nongraded concepts as an approach in providing for individual differences

D -- disadvantaged youth especially those who are educationally disadvantaged in desegregated classrooms

Dr. John Goodlad

The institute's initial speaker, Dr. John Goodlad, provided a stimulating, well organized tele-lecture on the nongraded program in the new Communications Center (on campus). The organization of his talk and the novel form of presentation were very desirable representative modes of teaching. He was top ranked by everyone as an excellent resource person and did, in fact, provide the ever important stimulus to get the institute under way.

Dr. Robert Green

Dr. Robert Green also was rated as an excellent resource person. Dr. Green is a very personable young scholar who provided some pertinent statistical data on the disadvantaged. This objective information was vital to a proper understanding at this stage. Complementary to his role as an educational psychologist Dr. Green related very well to the participants and willingly shared his experiences with the SCLC as an aide to Dr. Martin Luther King in the Mississippi March. The combination of experience and scholarship was very apparent in the sincere dedication this consultant transmitted to the participants.

Mrs. Julia Williams

Mrs. Julia Williams worked with the group prior to Dr. Goodlad's lecture and following his presentation. She presented slides, tapes, diagrams and photographs of the Hampton Institute Nongraded Laboratory School. Mrs. Williams did an excellent job of getting the group to see how the philosophy and principles of the nongraded school to which Dr. Goodlad referred had been implemented in the situation in which the participants would be interning.

Mrs. Elizabeth Jordan

Mrs. Jordan conducted a workshop session in social studies. She made the participants aware of the "Revolution" in social studies. She did an excellent job of getting the participants to work in small groups and outline procedures for teaching social studies to the disadvantaged.

Mrs. Irma Conwell

The second week Mrs. Irma Conwell, a seasoned practioner in individualized reading, emphasized its importance for the nongraded school and specifically for the disadvantaged child. Mrs. Conwell was able to intertwine the ideal and the reality in very understandable terms with an excellent response from the participants.

Dr. Arthur Wolfe

Dr. Arthur Wolfe presented detailed information on the Nova School with a number of slides of the physical facilities. His presentation emphasized administrative continuity and control to a group which was seeking ways through administrative roadblocks toward good instructional practices. They reflected this concern in their evaluation.

Dr. William Walsh

The third week a highly talented teacher of teachers, Dr. William Walsh, generously shared his philosophy, knowledge and box of Toys of Science with the group. He emphasized activity by involving the class as participants, denoted simplicity through the very inexpensive box of the Toys of Science which he utilized for practical reinforcement. Indicative of the excellent response he received was a participant's comment, "He performs like a magician". The thread of continuity and sequence were repeatedly emphasized; that science is discovering, observing, recording, and examining relationships was dramatically reinforced throughout his presentations.

Miss Katherine Johnson

Miss Johnson served as consultant at Baker School, Richmond, Virginia. The participants spent an entire day at Baker School observing the nongraded program in one of the most poverty stricken areas of Richmond.

Dr. Frank Dufay

Dr. Frank Dufay's presentation evolved a probing questioning reaction from the participants indicative of their growth since he presented some practices in nongrading that appeared to be different. They wanted to know why they were different. They wanted to know what principles he operated upon and if there was an inconsistency in his philosophy and approach to nongrading.

Dr. William Brazziel

Dr. William Brazziel might well be considered the institute's traveling consultant. He lectured on the bus as he guided the participants through poverty stricken areas of Norfolk, Virginia into community areas which are used for enriching the lives of youngsters in ghetto schools.

Miss Ruth Chadwick

During the fourth week, Miss Ruth Chadwick, a convincing professional educator, presented much experiential data as a principal in nongrading schools. She identified the issues, and clearly presented her personal philosophy as an administrator whose primary function was to serve the cause of improvement of instruction. While admittedly performing in the ideal situation, she was able to relate to the group in a highly successful fashion.

Dr. Charles Glatt

Dr. Charles Glatt dealt with issues that proved to be very sensitive in nature. He presented an analysis of 1960 census data on the nature of the inner city. He also discussed the nature of the deprived whom he identified as the Negro group. One discussion of stereotypes proved very heated.

During the final week the participants related to those consultants who were able to involve them actively. Dr. Wilson and Miss Knight were successful in presenting their material in a meaningful fashion.

Miss Genevieve Knight

Miss Genevieve Knight conducted a workshop and presented a wealth of information, materials and teaching techniques in the area of mathematics.

Dr. Nellie Wilson

Dr. Nellie Wilson conducted a workshop in which participants developed a clearer understanding of the use of psychological tools. They constructed sociograms and performed sociodramas.

Dr. Frank Nardine

Dr. Frank Nardine effectively developed lively discussions introducing pertinent research in clearly delineating the need for a research oriented teacher.

Consultant's Calendar and Profile

Dates	Consultants	Areas of Concentration
June 28	Dr. John Goodlad Professor of Education Director of The Laboratory School, University of California, Los Angeles, Cal.	Tele-lecture followed by question and answer period. Area: The Dimensions of A Nongraded School
June 28	Mrs. Julia Williams Hampton Institute Laboratory School	Profile of the Hampton Institute Nongraded School. Area: Curriculum Development in a Nongraded School
June 29	Mrs. Elizabeth Jordan Supervisor Hampton Public Schools Hampton, Virginia	Area: The New Social Studies
June 30 and July 1	Dr. Robert Green Educational Director Southern Christian Leadership Conference Atlanta, Georgia Asst. Professor of Education Michigan State University East Lansing, Michigan	Area: The Urban School Education of the Educationally Deprived Child
July 5 July 6	Dr. Arthur Wolfe Director South Florida Education Center Fort Lauderdale, Florida	Area: Profile of the Nova School Innovations in Instructional Materials
July 7 July 8	Mrs. Irma Conwell Director Elementary Education Glastonbury Public School Glastonbury, Connecticut	Area: Profile of Individualized Reading Program
July 11 July 12	Dr. William Walsh Professor of Education Michigan State University	Area: Science for the Disadvantaged. Individualized approaches. to Science.
July 13	Miss Katherine Johnson Principal Baker School Richmond, Virginia	Area: Case History of Baker's Nongraded Program Observation of Program Designed to meet the needs of the Educationally Deprived

July 14 July 15	Dr. Frank Dufay Principal Parkway School Plainview, New York	Area: Procedures for Upgrading the Elementary School
July 16	Dr. William Brazziel Director, General Education Virginia State College Norfolk, Virginia	Area: Guided Tour of Potential Sources for school enrichment
July 18 July 19	Dr. Charles Glatt Sociologist University of Florida Gainsville, Florida Professor of Education Ohio State University	Area: Population Racial Patterns in Selected Urban Cities The Unlucky Child in Urban Centers
July 20 July 21 July 22	Miss Ruth Chadwick Principal Horace Mann School Newtonville, Massachusetts	Area: Profile of Nongrading in the Hamilton School and the Horace Mann Schools Evaluation in Nongraded School Curriculum Development Individualized Approaches to Instruction
July 25 July 26	Dr. Frank Nardine Assistant Professor Harvard University Cambridge, Massachusetts	Area: Teacher Effectiveness Focus on Persistent Areas of Concern in Moving Toward Nongrading Reading and Diagnosing Behavior Patterns of Children
July 27	Miss Genevieve Knight Instructor Hampton Institute Hampton, Virginia	Area: Workshop Enrichment Activities

TABLE IV PARTICIPANTS EVALUATION OF CONSULTANTS

Week of June 27 Consultants in Rank Order	Ratings by Participants*				
	Excellent Number	V. Good	Good	Fair	Poor
1. Dr. John Goodlad	25	1			
2. Dr. Robert Green	20	5			
3. Mrs. Julia Williams	7	19			
4. Mrs. Elizabeth Jordan	9	13	3	1	

TABLE IV-A PARTICIPANTS EVALUATION OF CONSULTANTS

Week of July 4 Consultants in Rank Order	Ratings by Participants*				
	Excellent Number	V. Good	Good	Fair	Poor
1. Mrs. Irma Conwell	18	2	1		
2. Dr. Arthur Wolfe	3	6	8	3	

TABLE IV-B PARTICIPANTS EVALUATION OF CONSULTANTS

Week of July 11 Consultants in Rank Order	Ratings by Participants*				
	Excellent Number	V. Good	Good	Fair	Poor
1. Dr. William Walsh	15	3	4		
2. Dr. Frank Dufay	3	6	7	3	

---

*Variations in number of response due to participants assignment to intern period in the Laboratory School

TABLE IV-C PARTICIPANTS EVALUATION OF CONSULTANTS

Week of July 18 Consultants in Rank Order	Ratings by Participants* Excellent Number	V. Good	Good	Fair	Poor
1. Miss Ruth Chadwick	14	7	2		
2. Dr. Charles Glatt	3	5	7	5	

TABLE IV-D PARTICIPANTS EVALUATION OF CONSULTANTS

Week of July 25 Consultants in Rank Order	Ratings by Participants* Excellent Number	V. Good	Good	Fair	Poor
1. Dr. Frank Nardine	17	2	2		
2. Miss Genevieve Knight	10	9	1	1	
3. Dr. Nellie Wilson	6	10	3	4	

---

*Variations in number of responses due to participants assignment to intern in the Laboratory School

CONTENT

Significant Points Presented By Consultants

Each consultant was asked to write a brief summary of the most significant points which they felt would be of value to participants as they returned to their teaching positions. These summaries give some indication of the wealth of knowledge which was presented during the institute.

Elizabeth Jordan

The area of social studies is undergoing many changes as are other curricular areas. It is in the midst of a "Curriculum Explosion." Though many exciting things are taking place (See Social Education, Nov. 1965), these changes frequently pose many problems because of limited in-service training of teachers in too many situations.

Emphasis upon a conceptual framework for the social studies requires effective means of presentation---certainly a contrast to THE ONE textbook approach. There is NO ONE BEST METHOD; however, the UNIT approach, the problem approach, and the individualization of instruction are considered among the best. The thematic approach is frequently referred to, but it is more of a method of organizing content than an approach. Either of the methods mentioned above could be used in accordance with the theme to be developed k-12. The extent of the treatment will depend upon the maturity level of the youth and their interests.

No matter what the method, preplanning is a MUST. There must be guidelines, this does not inhibit pupil participation, but rather, enhances it. There should be many alternatives from which to choose.

Pupil involvement is most important; when pupils are confronted with situations which are meaningful, and which require thinking, they understand and remember. The open-ended method, the "Method of Discovery" help pupils to "come-to-find-out" for themselves.

Nothing can replace the good teacher for effective teaching, that is why in-service training is so important, and enthusiastic, competent, friendly teachers can put over "content: when other media may fail. Teachers need to know the individuals they teach and encourage them to develop to the fullest potential.

Dr. Robert Green

I. The early home environment is positively related to the educational readiness level of elementary school children.

A. Youngsters eminate from what Bloom (Df. references) refers to as an abundant or deprived environment. The verbal factor is critical in both environments. Youngsters from rich verbal backgrounds tend to be keyed in to schoolish activities. Their deprived counterpart often finds the school world to be alien to its past style of living.

II. Achievement motivation is essential to the learning process. Motivation for learning also has many components which have their origin in the early home life of the child. Among the key components stressed here are:

A. Emphasis on early independence training

B. Performing a given task well

Related to these component factors are:

A. Completing with a standard of excellence

B. Unique accomplishment

C. Long-term involvement (risk taking)

III. Measures of intelligence should not be a sole predictor of educational potential.

IV. Most educational deficits are not non-reversible. In appropriate learning environment most young people can and will learn.

References:

Bloom, Benjamin S., Stability and Change in Human Characteristics, New York, John Wiley & Sons, Inc. 1964.

Hunt, J. McV., Intelligence and Experience, New York, The Ronald Press Co., 1961.

Passow, A. Harry, Education in Depressed Areas, New York, Bureau of Publications, Teachers College, Columbia University, 1963.

Deutsch, M.,"Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement," Society for Applied Anthropology, Monograph No. 2, 1960. pp. 1-32.

Grambs, Jean D., "The Self-Concept: Basis for Re-Education of Negro Youth" in Kvaraceus, et al., Negro Self Concept: Implications for Schools and Citizenship, (United States Office of Education Cooperative Research Project No. G 020, 1964.)

"After School Integration - What? Problems in Social Learning." Robert L. Green, Personnel and Guidance Journal, March, 1966.

"A Junior High School Group Counseling Program", Robert L. Green, Journal of Negro Education, Winter, 1966.

"Negro Academic Motivation and Scholastic Achievement", Robert L. Green and William W. Farquahr, Journal of Educational Psychology, October, 1965.

"Family and Educational Experiences of Displaced Negro Children", Robert L. Green and Marilyn E. Hayes, Journal of Integrated Education, February-March, 1966.

Dr. Charles Glatt

My visit to the Institute was concerned basically with two aspects of the problems that attend desegregation: population changes that are occurring in our cities, and development of means whereby "deprived" children can be identified.

In northern cities, especially, Negroes are becoming rapidly the largest ethnic group in the total population. Total populations of cities are decreasing in number in some instances; in many instances the white population is decreasing, primarily because of movement to the suburbs. The inner-city schools are being left populated to a large extent by Negro children, who best fit current definitions of deprivation.

Deprived children do not form a special category that is easily identifiable, because deprivation is more a state of thinking and a way of life than an economic problem. Lack of responsibility and pride are probably the most important elements that are missing from the deprived child's life. Because Negroes form such a large part of the deprived population, several sterotypes that racists attempt to perpetuate were explored during my stay with the participants: What the Negro's place is as seen by some white persons; what the terms "whitey" and "the man" mean to Negroes; and what connotations the term "nigger" carries.

I believe that participants who return to desegregated school situations need to itensify their awareness of the transient population that will be moving through their schools; to recognize that in some ways all children are deprived, but that some children are deprived in nearly all ways; to realize the difficult-to-eradicate sterotypes that are behind terms such as "a Negro's place," "whitey," and nigger.

Sage Publications will come out in September with a special issue of Urban Affairs Quarterly that will be devoted to urban education. The same company will publish a book of readings in October on the various factors that need to be considered in planning urban schools.

Mrs. Ruth Chadwick

I attempted to describe three phases of our program:

We believe we are working toward continuous progress for every child in every area through nongradedness, cooperative teaching and multi-aging.

Curriculum revising which bring us closer to continuous progress I used the vehicle of individualized reading for this.

One of the most significant responsibilities we have is that of evaluation. We must decide what portion of evaluation is vital to share with parents.

I urge the reading of Goodlad and Anderson. I also believe that the films from UCLA are valuable as departure points for discussion. One film is "This is a Laboratory School". The other three are role-playing films on Parent Conferences. All are excellent.

Dr. Frank Dufay

I was most impressed with the fact that the participants in the institute had experienced a wide range of exposure to the concepts inherent in nongraded education. It was necessarily true that they would feel some confusion and even frustration since it is not unusual to have individuals to hope for a packaged blue print. I would suspect that my greatest contribution was in dealing with specific practical situations, in counseling on the absolute necessity for developing programs based largely on local conditions. Based on my interaction with small groups and with individuals, I believe that the participants in this institute have adopted the rationale and are quite prepared to follow a sensible format in seeking to effect educational change in their own districts.

In essence, my recommendations were as follows:

a thorough evaluation of existing practices,

a review or the development of an expressed philosophy supporting the nongraded idea,

the orientation of professional personnel toward the acceptance of the idea and its implications,

the modification of curriculum in support of the concept,

the search and eventual use of materials in support of the concept,

the development of school and classroom organization in support of the concept,

finally, provision for continuous study and evaluation of practices including opportunities for modification as needs arise.

I would hope that the participants in this institute would take the opportunity, perhaps after a year's experience in working toward nongraded programs, to advise the institute in very specific terms of their trials, successes, etc. for the benefit of participants in the years to come.

Arthur Wolfe

The critical factor in evaluating the effectiveness of this program will lie basically with the ability of the conferences to communicate with their colleagues and influence the administration in the respective schools to give necessary support for the implementation of the nongraded program.

The nongraded approach to the curriculum as reflected through the processes of teaching and learning holds great promise for improvement of the public schools. Each participant in the institute must utilize the knowledge and insights gained through his experience in his group by helping to bring about changes in the respective schools. The success of the institute can only be judged through the degree of improvement which occurs in the home school for each participant.

Dr. William Brazziel

Field Trip for Study of Potential Sources for Enrichment Programs in a City

There are many potential sources for enrichment programs for disadvantaged youths. Capitalizing on these resources, the teacher should provide an opportunity at school for children to escape from the ghetto. The community resources included on this tour are constantly utilized by teachers in the inter-city schools of Norfolk, Virginia.

Schedule

9:30 - 10:30 a.m.	Resources for Walking Tours in Business and Financial Districts MacArthur Memorial Kirn Memorial Library Arcade - Stock Exchange Offices City Hall St. Paul's Church Elizabeth River Piers Banks and Department Stores Myers House
10:30 - 11:00 a.m.	Resources in Cultural and Medical Centers Norfolk Museum Coast and Geodetic Survey Medical Tower and Hospital Center Norfolk and Western Piers
11:00 - 11:30 a.m.	Resources in Naval and Military Installations Destroyer Piers Main Naval Station Naval Air Station
11:30 - 12:30 p.m.	Resources in Parks and Recreation Centers Sarah Constant Shrine Park and Beach

Schedule cont'd

	Lafayette Park and Zoo Lafayette Park Greenhouse Norfolk Botanical Gardens (Azalea Gardens)
12:30 - 1:30 p. m.	Botanical Gardens Lunch and Discussion
	Finis

Miss Katherine Johnson

We are indeed happy to have you visit our school today. You are invited to look critically at what we are trying to do in our work with parents and children in an under-priviledged area. Your suggestions of ways to improve our program will be welcomed. I hope that your visit today will be mutually beneficial to the staff and you.

We are experimenting. What we are learning about child growth and development and what research has discovered about the ways children learn are being used as the basis of our experience.

The nongraded plan of organization that we are working with has more to offer our children than any others we have tried in our search for something better than the graded plan. It requires more work in planning and record making but in the words of Dr. Davis, "We must be willing to work." There is no substitute for work. The plan requires more materials and equipment. We do not have all of the answers, for our work has just begun. To me nongrading is not simply a plan of organization. It is a way of thinking. In our school all grade lines have been eliminated. We are trying to develop an organization that will ensure continuous progress of our boys and girls. We are stressing with teachers and parents to have concern for what the child knows rather than for what grade he is in. It has taken a long time to get this idea over but it is slowly and surely taking root.

My purpose at this time is to give you some background information about Baker School - (the community, its pupils, and the staff) so that you may be better able to understand some of the things you will see as you visit the classrooms, observe playground activities, as you wander into the resource room, library, music room and the cafeteria. Baker School is located at the corner of St. Paul and Charity Streets. The area is bounded on two sides by Gilpin Court, a low income housing project of 635 units. It is bounded on the third side by sub-standard housing and on the fourth by the Richmond-Petersburg Turnpike. In this community the incomes are low. Families are large. Together they contribute to poor medicare, poor nutrition, and insufficient clothing. There are many broken homes which result in few fathers in the homes. Children do not have a male image as a part of the family. All of these as well as inadequate child care are persistent problems. These and other conditions contribute to the problems the school is trying hard to remedy.

Coming from such an environment our children have many needs.

Pupil Needs

1. They need to feel secure.
2. They need to develop a feeling of personal worth.
3. They need to develop self confidence.
4. They must be made aware of fair and impartial treatment.
5. There is a great need for more emphasis on the communicative skills.
6. They need increased opportunities for development of appreciation and understanding of cultural offerings.
7. There is need for organization and structure in the learning process.

The school must try to develop a program that will help these needs and many others. If our pupils are to become participants in our democracy they must have experineces that will enable them to develop to their fullest capacity. There are no problems that the right kind of education will not correct. I feel that nongrading while not a cure for all things will enable children to grow according to mental capacities.

BAKER SCHOOL VISITATION SCHEDULE

for

HAMPTON INSTITUTE VISITORS

July 13, 1966

8:30 - Visiting group will observe the morning assembly in auditorium

8:50 - Coffee Session (Coffee or juice and donuts) - Cafeteria

Background information about the community, the staff and the pupils - Miss Johnson, Principal

9:15 - 12:45 - Classroom Visitations

12:50 - Lunch - Cafeteria

There will be a display in the corridor of all materials (forms, reports, letters, etc.) that were devised for use in our Nongraded Program.

1:45 - Re-assemble in library

Brief history of the Nongraded Program - Miss Johnson, Principal

Overview of Committee Activities:

Study Groups - Mrs. York, Faculty Chairman

Screening Committee - Mrs. Greene, Chairman

Guidance Committee - Mr. Parker, Secretary of Guidance Committee

The Language Arts and Enrichment Programs - Mrs. Taliaferro, Reading Consultant

Some Slides of Pupil Activities - Mrs. McNorton, Chairman of Teachers' Meeting Committee

Adult Education - Mrs. Jones, Supervisor, Assistant Principal

Question and Answer Period . . . .

Dr. Frank Nardine

Educators are placed in the uncomfortable role of being experts without expertise--trying to supply educated guesses about the nature of children and their cognitive development. That is, they have to decide:

1. how children learn
2. what children learn and
3. how rapidly children learn

There is little research to aid teachers in this difficult task.

There is a widespread notion existing in the educational literature that teacher evaluation or judgment is the best indicator of the child's educational development and attainment. However, teacher observations and evaluations are not recorded in systematic fashion that would result in cumulative knowledge. Thus meaningful information hinting at trends and intellectual patterns is lost to successive teachers. Learning profiles need to be built up with well defined categories which could facilitate diagnosis, placement and instruction.

Effective teachers seem to be those who can make many judgments and differentiations among children.

Where we have done the best job we can in taking care of individual differences, the differences will increase, not decrease. The aim of taking individual differences into account is not to reduce or eliminate them but to permit the child to develop in accordance with his abilities. Thus, we need to teach different pupils by different methods trying to fit the "proper" instructional process to the particular child.

Teacher expectation can be a crucial factor in the achievement of particular children.

Julia G. Williams

A Look At The Hampton Institute Nongraded Laboratory School

The Hampton Institute Nongraded Laboratory School is dedicated to the philosophy of continuous progress for each child in each curriculum area. We do not believe in failure, rather we use the positive approach, that each child progresses at his own rate, therefore he is introduced to new skills as he masters the old. We believe in the individualization of instruction; each child is instructed according to his needs, without reference to age or expected grade levels.

The school is organized into two basic units, the Primary Unit and the Intermediate Unit. The Primary Unit usually corresponds to grades one through three. The Intermediate Unit corresponds to grades four through six. There is overlapping of ages in these groups according to academic, social and emotional needs of the child involved.

Our basic philosophy of continuous progress and individualization is embodied in each curriculum area. We adhere to no one approach or particular technique, but diagnose the child's educational needs, and administer to them accordingly. We provide essential enrichment experiences that are a necessary part of our program in developing individuals that are educationally strong, happy, and well-balanced.

Miss Genevieve Knight

During the workshop session attention was directed toward:

the making of inexpensive visual aids using materials from the home and classroom to teach basic concepts,

ways of introducing negative numbers at an early age via number lines, beans in the bag, newspapers, stock markets, etc.,

use of games to encourage thinking and creativity,

the relationship of mathematics to the total curriculum--the use of pupils for class attendance, milk collectors, etc.,

experiencing the joys of discovering--hence a better understanding of how children learn by discovery,

language to use before and after certain concepts are taught,

the how and why at certain levels of understanding,

the advantages of a nongraded approach to the teaching of mathematics,

the relationship of reading to mathematics,

team - teaching,

mathematics workrooms and lab teachers,

the need of better administrative understanding of "I do - I understand",

ways of getting materials and speakers from the government,

knowledge of total mathematics program by supervision,

the role of the community and personal experiences in the understanding of mathematics.

Highlights from Daily Press, Newport News, Virginia
June 29, 1966

Nongraded Teaching Aired For Elementary Teachers

By BOB FOTHERGILL

The need to recognize the differences in each child's ability to learn which underlies the nongraded approach to teaching was outlined for elementary teachers, principals and administrators in a telelecture Tuesday at Hampton Institute.

The group of about 30 attending a month-long institute on the nongraded approach to curriculum were addressed by Dr. John Goodlad, professor of education at the University of California, who has long been an authority on nongraded teaching.

In the first in a series of lectures on nongraded schools, Dr. Goodlad outlined the fundamental changes that have to take place before nongraded schools come into existence and labeled discussion and understanding of the nongraded approach as the first step.

The second, he said, is requiring those introducing nongraded teaching to be tolerant of other views and a school system trying the nongraded approach permitting some teachers to move into this area.

Year of Study

But the most important step in any nongraded curriculum, he noted, is that teachers should become thoroughly familiar with the children. He recommended the first year the system is in effect should be one of study.

"Nongrading is designed not to disguise individuals, but to reveal them by raising the ceiling and lowering the floor to meet a wide range of individual differences in the class group," he said.

Dr. Goodlad warned, however, they should stay clear of the study of nongrading "organized around levels" from the mass of literature that is available on the subject, and noted many nongraded schools were "badly contaminated by grading."

"We have had the graded concept of school for so long it has been difficult for nongraded schools to escape the graded viewpoint," he said.

He said the nongraded school needs a wider range of teaching material than is provided in the graded school to meet with the individual differences, since the graded materials do not meet the different needs.

Organization

The two necessary ways in which a school is organized, he noted, are the vertical system in which the child moves upward "in some kind of pattern" and the horizontal way in which the child is assigned to a class and teacher.

There are few choices in organizing a school vertically, he said, but horizontally — or the basis on which children are grouped, whether in size, ability, or achievement—has "hardly begun to be explored."

In a group of 30 children, he noted, there is a wide range of differences from child to child including differences in energy. "There are profound individual differences and we need to recognize them," he said.

In the area of reading "it would seem to me we have to find a device that leaglizes and authorizes a wider range of reading materials," he said.

The increasing interest in the nongraded approach to teaching

See Teaching, Page 18, Col. 2

• Teaching

Continued From Page Three

"rose out of a growing concern for the individual in a mass society," he said, but warned nongraded teaching is not a solution to all educational problems.

"An educational diagnosis and prescription for the individual is essential," he said.

In charge of the institute, which is being held in conjunction with "Operation Stepup" for 100 boys and girls who are being given an opportunity to improve in subjects in which they are underachieving, is Dr. Martha E. Dawson, chairman of the department of elementary education.

Mrs. Helen H. Holston, head teacher of the nongraded school at HI, is associate director. Both institutes are sponsored under the Equal Educational Opportunities Program of the U.S. Department of Health, Education and Welfare.

Highlights from Daily Press
Newport News, Virginia
July 8, 1966

READING PROGRAMS

New Teaching Approach Said Hard On Teachers

By BOB FOTHERGILL

The new approach in teaching a youngster to read may take more out of the teacher than it puts into the child, but in the opinion of Mrs. Irma Conwell of Glastonbury, Conn., the extra effort is worth the trouble.

"The appraoch I stress is that you've got to teach at the 'gut' level—especially with disadvantaged children whose feelings may be dulled because of lack of affection in the home. You've got to win their trust," she said.

Mrs. Conwell, director of elementary education at Glasonbury schools, lectured on individualized reading Thursday and Friday at Hampton Institute to the nongraded institute for administrators and teachers of the disadvantaged.

She noted Glastonbury has had an individualized reading program for the past seven years and stressed it is not a method of teaching and its importance was in the structure of the reading program.

Use Every Method

"Within the structure we make use of every method and technique. Our philosophy is to take every child—accept him where he is—and take him as far as he can go in learning to read," she said.

While there was no "ability grouping" of the children she noted, there were many times the children were grouped with the basis being the childrens' interest in either animal stories, detective stories or a particular author.

"Structure is basic to the kind of materials used in opening up the world of children's literature," she said, "but at heart of the program is the conference between the teacher and individual child."

Also important, Mrs. Conwell said, is record keeping and diagnosis of each child's progress and projects developed by the child in relation to the book being read. "The emphasis is upon subjective evaluation and use of a variety of tests and inventories."

In all her lectures, she noted, she stresses the importance of a "master" teacher who can work with the regular classroom teacher in helping the child to read.

She noted that with the individualized reading program the child progresses at a speed relative to his own needs whether in nongraded school or at a particular grade level.

"Big Challenge"

"The big challenge with the child from the disadvantaged home," she said, is to provide the kind of experience that will improve his oral language background.

"Current research gives proof that good listening and good speaking skills are essential for success in learning to read. In any program for the disadvantaged the teacher needs to plan experiences for the child that will help to develop these listining and speaking skills.

Mrs. Conwell had high praise for the HI nongraded school, which she noted is outstanding in the country.

"The school uses the individual approach to teaching of reading and as I see it, is fulfilling the function of being on the leading edge of educational philosophy and practice," she said.

She praised Dr. Martha E. Dawson, director of the nongraded laboratory school, and Mrs. Helen H. Holston, head teacher, for their vision and know-how as developed in the concept of the nongraded school.

"It is hoped the teachers and administrators attending this institue will go back and implement these ideas or help others to improve the quality of the instruction program," she said.

See Reading, Page 18, Col. 7

Reading

Continued From Page Three

In the traditional conservative program, she noted, the "basal" reader is the core of the program and it tells the teacher what to do and what to ask and how to motivate a story.

Mrs. Conwell said this type of book eliminates creativity of the teacher and puts her in an area of craftsman rather than professional.

The second aspect of this program is it tends to control vocabulary, she noted. "When children come to school and start to read they are already using complicated sentence patterns," she said.

"Research by language scholars has done much to point out to educators the significance of oral language and its pattern in learning to read and write," she said.

An important part of the structure of the individualized reading program, she added, is the principal of self-selection and self pacing in which the child chooses his own books, reading as many or as few as he desires.

"However, it is important to recognize that we're not saying the teacher sits back. It's up to the teacher to get the child interested in reading, then to pace himself to do more reading.

"From an interest in horses and hot-rods, it's important to see the child gets into better literature. . ."

With reading Mrs. Conwell noted, it is necesary to put a child into a position where he can succeed. "No child learns to accept failure by failing," she said.

"It's a lot more work for the teacher than the traditional way, but they're our children. . .and should they have less than the best? The major objective is to develop a love for reading. . .a habit that will continue into adulthood."

INSTITUTE OBJECTIVES

The institute was designed to:

> assist the participants in acquiring professional skill in analyzing instructional problems and planning an instructional program geared to the educational deficiencies of disadvantaged pupils within a nongraded classroom.
>
> assist the participants in improving the quality of instruction in desegregated classrooms through a nongraded approach to instruction.
>
> stimulate and assist underachievers and/or disadvantaged children in improving their academic skills through a nongraded approach to teaching and learning.

Understandings and Attitudes

In realizing the objectives of the institute it was hoped that the participants would gain some basic understanding of the nongraded structure and the dimensions of individualized instruction. Weekly evaluation reports (See Appendices K and L) were given to the participants in which they listed the concepts they had acquired during the week in regards to individualization of instruction, nongrading, problems occurred by desegregation, and learning problems of educationally disadvantaged children.

A General Workshop Evaluation Form was used during the final week to further determine changes in attitudes and understanding in regards to race. The emphasis upon race was included in the general form to see if experiences which were given during the institute had possibilities for developing good human relations and coping with instructional problems occasioned by desegregation.

The understanding and attitudes noted by the participants are presented.

Understanding of the Nongraded Approach to Curriculum

The participants revealed the following understandings of the nongraded approach on their weekly evaluation forms. They pointed out that the nongraded approach:

involves continuous growth
involves grouping by need
involves individualized instruction
involves pupils working on their own level
involves use of a variety of materials
deemphasizes failures
emphasizes success
emphasizes continuous readiness
involves team work and commitment
requires a change in teaching behavior
requires student participation in decisions
requires a challenging program
means different things to different people
requires staff readiness
requires study of existing programs
requires extensive study before initiating
requires flexibility in choice of subject matter
requires flexibility in short term and long range schedules

Understanding of Individualized Instruction

The participants noted that individualized instruction:

provides for individual differences
requires a variety of materials
requires personal observation
provides for better communication
is geared to child's learning rate
provides for male-female differences
requires a different method for different pupils
demands flexible grouping
meets needs of each pupil
is not a cure all
requires creative teaching
eliminates pressure and tensions of group standards
requires greater teacher preparation
eliminates the use of one adopted series of books

TABLE V

THE NONGRADED APPROACH AND DESEGREGATED SCHOOLS

Participants Comments As Result Of Institute Experiences	
Value to Negro Pupils	Value to White Pupils
"The Nongraded Approach makes an easier task of establishing a self-image which is very important to a child's progress and sense of security."	Same
"He has a better opportunity to share more experiences. He has an opportunity to experience a kind of relationship that a segregated classroom would not provide."	Same
"Each child is able to have a self-image of himself. There are no labels as to what can and cannot be done."	Same
"Nongraded approach to curriculum encourages Negro students to become involved in the total school life."	"Gives the white pupil a better understanding of the Negro child because of the close relationship in a Nongraded classroom."
"Children will be able to mingle with children of the other race and will learn from each other some of the skills that are taught."	Same
"The child gains self-confidence because he does not have to compete with others."	"Provides opportunity for better understanding of other races. Pupils will become more tolerant."
"Nongraded approach would benefit all pupils no matter what their background, race, etc., because (1) it allows the child to progress at his own rate, (2) reduces his failure and gives him a better understanding in accepting his own limitations."	Same

1-3

Table V, cont'd

Value to Negro Pupils	Value to White Pupils
"It gives them an opportunity to establish themselves for what merits they possess before they are to be judged academically."	"Nongrading lets each child progress in his own way at his own rate and compete with his own record."
"I feel that Negro pupils have a better chance of adjusting in a changed sociological situation."	"I think white students have a chance to learn that the stereotype which they may have been taught to expect can be exploded."
"Negro students will not be uncomfortable because they are continuously progressing. They are not being compared with the whites."	"These pupils will grow to appreciate the worth of the human being. They will learn quickly that no race of people because of color is inferior to them."
"The absence of supression in the classroom atmosphere will enhance the learning potential of students. Segregation in too many instances inherently exhibits this characteristic."	"These students in tomorrow's society will be far advanced because of their ability to adjust, and their knowledge of races."
"The nongraded approach, in my opinion, prevents the act of segregating Negro pupils in a desegregated classroom, because homogeneous grouping is not practical in a set-up of this type."	"The nongraded approach helps pupils of all races, abilities, interests and sexes to mix. The contact gained from this approach helps pupils and teachers to understand each other."

VALUE OF THE NONGRADED SCHOOL TO THE EDUCATIONALLY DISADVANTAGED

As a result of the experiences in the institute the participants felt that the nongraded school would be of value in educating the disadvantaged. A sample of the participants comments are presented. The participants stated that the nongraded approach:

> "Reduces the fear of failure and eases the tensions which are inherent in the disadvantaged."
>
> "The nongraded approach helps the disadvantaged to build concepts and have faith in himself."
>
> "Gives them the opportunity of succeeding at their own rate of speed. It enhances and encourages their self-image. It diminishes frustration and discomfort."
>
> "Is a boost to self-esteem because of no failure. Flexibility helps the childs emotional health."
>
> "Permits great flexibility in the handling of individual problems and limits experiences with failure."
>
> "Gives pupils who are educationally disadvantaged a chance to work on their level of development without suffering the embarrassment of trying to keep up with other pupils whose experiences and abilities are different from theirs."
>
> "Reduces the competitive aspect of the school's experiences for the child whose environment and background have not equipped him with abundant experiences. Reduces the element of defeat."
>
> "Gives more flexibility in really taking the child where he is and moving him from this point, without experiencing failure and comments from his peers."
>
> "Allows greater freedom to meet the individual needs of the disadvantaged."
>
> "Gives the teacher the opportunity to meet the need of the individual child. The cultural enrichment program of the nongraded school is a benefit to these children.
>
> "Will allow more time to work with the wide range of abilities. It will also allow an opportunity to provide some of the experiences that the pupil will need to adjust satisfactorily."

UNDERSTANDING OF PERSONS OF ANOTHER RACIAL GROUP

Throughout the institute there were numerous opportunities for the participants to work with individuals of another racial group. The non-graded classroom provided a laboratory for the participants to see a desegregated classroom in action. The institute staff and the consultant staff were bi-racial.

An attempt was made to determine if there were any changes in understandings and attitudes as a result of the experiences which the participants had during the institute.

Table VI presents the participants response to the question on change in understanding. (See Appendix M for General Evaluation Form)

TABLE VI

CHANGES IN UNDERSTANDING AS RESULT OF INSTITUTE

Changes in Understanding								
Yes	Number	Percent	No	Number	Percent	No response	Number	Percent
	17	57%		12	40%		1	3%

Participants Comments on Understandings of Persons of Another Racial Group

Attitude Prior to Institute	Present Attitude
1. "It was my understanding that the attitudes of all white people were the same. I continued to believe that they were superior to all other racial groups."	1. "I now believe that all educators have an interest in the worth of people regardless to their racial group. I believe that continuous association will provide avenues to total development and understanding of all peoples."

Table VI cont'd

Participants Comments on Understandings
of Persons of Another Racial Group

	Attitude Prior to Institute		Present Attitude
2.	"Very doubtful about an integrated situation"	2.	"I feel that the other racial group wants to be accepted by us. I don't find communicating with the other group a difficulty any longer."
3.	"Had not had the experience of working with the other group. I only knew what had been passed on."	3.	"Teachers as a whole are concerned with children and their progress no matter who they are. I found a new and pleasing image by attending this workshop."
4.	"In the past I have accepted, the Negro as an individual but I have been disadvantaged as to the lack of words to relate to others who will not accept the Negro as an individual."	4.	"This institute has taught me to be able to communicate with these individuals. Lack of communication can cause failure."
5.	"A member of the other race may feel that you are an inferior teacher because of your race. Their teaching techniques may be different because of the availability of materials."	5.	"Teachers are teachers regardless of race."
6.	"I at one time felt quite inferior with the other race. I kept wondering what they were thinking and how would they take me."	6.	"It has been a pleasure and I have really enjoyed working with all the participants regardless of race, color or what else. I felt I could contribute something to the group."
7.	"I was somewhat conscious of color. I had a tendency not to approach to start conversation or ask for suggestions."	7.	"I am no longer conscious of differences of color and therefore no hesitancy in working with other racial groups - Lost prejudice."

Table VI cont'd

Participants Comments on Understanding of Persons of Another Racial Group

Attitude Prior to Institute	Present Attitude
8. "I felt there would be resentment among the racial groups; each group would have some little corner all to themselves."	8. "To my surprise and prejudice thoughts none of these occurred. It was proven that regardless of race or creed people can learn and work together as intelligent human beings."
9. "I have always hoped that I would accept people as I found them, as individuals with race only a classification. I have had some fine racial experiences as well as a few unpleasant ones."	9. "I had not realized the extent of segregation or the warped feeling it has left many individuals with and I do mean individuals of both races."
10. "I did not know if their methods of teaching were different from mine."	10. "They are no different than I am. We both believe that the child is important in any school, and we should meet his individual needs."
11. "My understanding of Negroes was studied and perhaps stilted."	11. "Interrelating with Negro participants has deepend my understanding of them both as a racial group and as individuals. The Negro directors and the Negro participants themselves have effected in me greater appreciation, admiration, and love for them."
12. "I'd not been exposed to the personal feeling of Negroes nor had any real equal social relationship with them."	12. "The desires and appreciation of those of the Negro are now understood. This summer I feel that I have acquired many new and wonderful friends. I respect my friends of Negro origin and would feel free to ask their help at any time."

TABLE VII

THINKING ON TEACHING AND LEARNING PROBLEMS OF NEGRO AND WHITE PUPILS

Participants Comments As Result of Institute Experiences	
Negro Pupils	White Pupils
"Negro pupils are just as eager and full of enthusiasm as any other group of pupils".	"Reaction was the same as Negro pupils. I don't see any difference".
"More Negro children are in low income bracket. Greater need for experiences which will motivate".	"White pupils also need experiences and enrichment. They need to learn and appreciate the background of other races".
"Negro child limited in experiences essential for building verbal skills"	"Many individual white pupils limited in mastery of skills"
"Children are children regardless of racial factors".	"Same as Negro pupils"
"Freedom in the classroom appears conducive to learning".	"Pupils have a better opportunity to know the Negro child".
"Same learning problems"	"Same learning problems"
"Pupils educationally inferior when coming from an all Negro school to desegregated situation"	"White pupils totally ignorant of the historical role the American Negro has played in the development of America"
"Appear to feel the need for attention"	"White pupils blend into the learning situation and tend to display friendly attitudes"
"They appear to have one strike against them by being Negro. Deficient in communication skills and meaningful learning experiences"	"Problems vary with the background and ethnic group"
"Large numbers had difficulties with language usage"	"Problems vary with the community from which the pupils come"

TABLE VIII

THINKING ON THE PROFESSIONAL SKILLS OF WHITE AND NEGRO EDUCATORS

Participants Comments As Result of Institute Experiences	
Negro Educators	White Educators
1. "Negro and white educators appear to have the same skills. Negroes have been led to believe that white educators are superior to them. This institute disputed the belief."	1. "The professional skills of Negro and white educators are the same."
2. "Skills vary with individual teachers. The degree of deficiency has nothing to do with color."	2. "Same statement applies to white educators."
3. "Most educators lack clear and concise skills for meeting individual problems of deprived pupils."	3. "Same statement applies to white educators."
4. "Negro educators seem to be working more diligently to become better educators than whites. They know that they can reach their goal through education only."	4. "They are not superior to Negro teachers."
5. "I sincerely believe Negro educators have greater professional skills."	5. "They are not as skilled as the public has been led to believe."
6. "This is the first time I have met Negro educators on a grand scale. I have been overwhelmed by their high caliber.	

METHOD

It is impossible to make a clear distinction between method and content. A variety of approaches were used. Each visiting consultant was asked to give the director some indication of the methods he wished to use in working with the participants; this in itself provided interesting approaches. In the course of the institute there were the usual lecture discussion sessions but in addition there was:

> an interesting question and answer session in which the participants asked questions of John Goodlad in his home in California where he had given his tele-lecture. This session proved very fascinating and made the participants aware of the great educational resources they have with a telephone.
>
> there were workshop sessions in which the participants developed concepts to be presented in social studies, made mathematical aids from common objects such as beans, egg crates, tongue depressors, etc.
>
> there were experiments in which the participants actually demonstrated scientific concepts.
>
> there were role playing sessions, especially effective was the session in which the psychologist had the participants to act out problems faced by disadvantaged youth.
>
> there were numerous uses of filmstrips, overhead projector, tapes and films within the general sessions and in the nongraded classrooms.

Each institute participant spent one week teaching and observing in the Hampton Institute Nongraded Laboratory as a part of Operation Step-Up. This method was rated as the most beneficial of all the instiute experiences. Prior to going into the classroom there was some apprehension, especially among the principals. However, at the end of each weekthe interns repeatedly stated that they wished they could have more tie in the laboratory school classrooms.

INTERN PROGRAM FOR PARTICIPANTS

Participants spent one week interning in the Laboratory School. During this time they engaged in all related activities of Operation Step-Up. As their teaching-learning phase in the curriculum areas, participants engaged in the following activities:

A. Individualized Reading
  - diagnosing reading skills of individual pupils
  - determining proficiency levels of oral reading activities
  - developing meaningful independent activities based on individual needs
  - constructing teacher and pupil records for reading weaknesses and strengths of pupils

B. Language Arts
  - providing motivation for creative writing experiences
  - assisting pupils with good grammatical usage in oral and written language

C. Mathematics
  - developing and compiling aids for discovery of concepts in mathematics
  - providing mathematical experiences related to every day social experiences

D. Social Living
  - providing stimuli for aiding pupils in understanding other cultures through special projects such as constructing 3-D maps, planning and executing an Indonesian brunch, dramatizing occupational differences including parachute jumpers and other military personnel
  - assisting pupils with discussions, reports, and projects centered around current events

The participants assisted in other class related activities which gave insight into problems connected with teaching and learning. These included the lunch program and the daily social and cultural enrichment activities. A detailed report of Operation Step-Up is included in part II of this report.

INTERN ASSIGNMENTS

July 1 - 7

PARTICIPANT	UNIT ASSIGNED	UNIT TEACHER
Susie Bates (1)*	Primary Unit	L. Shipman
Alice Chiles (K)	Primary Unit	L. Shipman
Jessie Lee (2)	Primary Unit	M. Williams
Willie Matthews (Reading Teacher)	Primary Unit	M. Williams
Peggy Phillips (6)	Intermediate Unit	E. Wilson
Charlie D. Polk (5)	Intermediate Unit	E. Wilson
Leola Turpin (Reading Consultant)	Intermediate Unit	R. Atkinson
Bertha McDuffie (2)	Primary Unit	L. Shipman

July 8 - 14

Anita Hall (6)	Intermediate Unit	R. Atkinson
Sister Cyrilla (Principal)	Intermediate Unit	E. Wilson
Dorothy Hosley (2-3)	Primary Unit	L. Shipman
Mary Murray (2)	Primary Unit	M. Williams
Ruth Wynn (5)	Intermediate Unit	E. Wilson
Mary Walker (2-3)	Primary Unit	M. Williams
Margaret Moss (Supervisor)	Primary Unit	L. Shipman
Melvin Moore (Principal)	Intermediate Unit	R. Atkinson

July 15 - July 21

Sister Moira (Principal)	Intermediate Unit	R. Atkinson
Osmund Jordan (Princial)	Intermediate Unit	E. Wilson
Rhea McKee (2)	Primary Unit	M. Williams
Margaret Polce (6)	Intermediate Unit	R. Atkinson

July 15 - July 21, cont'd

PARTICIPANT	UNIT ASSIGNED	UNIT TEACHER
Ruby Sansone (7)	Intermediate Unit	E. Wilson
Juanita Taylor (Chairman Non-graded Program)	Primary Unit	L. Shiman
Ruth Wyche (6)	Primary Unit	M. Williams

July 22 - July 28

PARTICIPANT	UNIT ASSIGNED	UNIT TEACHER
Julia Carter (Principal)	Intermediate Unit	R. Atkinson
Thomas Lassiter (4-5-6)	Intermediate Unit	R. Atkinson
Sadie Penn (Chairman Department of Elementary Education)	Primary Unit	L. Shiman
Dolly Richards (6-7)	Intermediate Unit	E. Wilson
Eva Stinson (Kindergarten)	Primary Unit	M. Williams
Elmer Wynn (Principal)	Intermediate Unit	E. Wilson
Laurenia Beverly (4)	Primary Unit	M. Williams

*Teaching assignment in local situation

ACTION PROJECTS

The institute members were divided into two categories: the supervisor-administrators and the classroom teachers. These groups were developed to permit the participants to function in relation to their status roles in the parent school system.

The administrative group, under the direction of Mr. Richard Gale, developed meaningful data in relation to each member's school system and devised a packet of materials which would serve as a source of relevant information for the administrator seeking to initiate a nongraded program for the disadvantaged in his respective school system.

The teacher group under the direction of Mr. Douglas Bowles approached the topic of individualization of instruction in the nongraded program from the frame of reference of the teacher of the disadvantaged. The materials resulting were designed to provide a meaningful source of information from which the participant could expand as the need arose.

Groups met separately under the guidance of their directors for approximately one and one half hours each afternoon. These groups were subdivided in such a fashion as to utilize individual abilities, interests and experiences for the benefit of the total group effort.

The directors counseled, advised and participated directly with the sub-groups or the individual members on a tutorial basis with a strong emphasis upon independent study.

The sub-groups returned their materials to an editorial committee which functioned as the coordinating group for the total project report. The sub-groups also gave an oral presentation of their portion of the project so that the entire group could evaluate the project.

Training sessions were held from Monday through Friday. The participants put in a full day from 8:30 a. m. to 4:30 p. m. The period from 8:30 to 2:30 was devoted to teaching, planning, lectures, discussions and demonstrations. The rest of the day was used for action projects, library work and conferences with the staff.

TEACHING AIDS

The institute was designed to increase the participants' familiarity with a variety of teaching aids. For example, the consultants' talks were taped and filed in the curriculum library for individual listening.

Film strips, slides, overhead projectors, and motion picture projection equipment was available for consultant use as well as for the internship and the project presentations. One consultant, Dr. Charles Glatt, showed an excellent sense of the value of projectuals. His talks were enhanced through charts, graphs, and demographic maps prepared on transparencies for overhead projection. He utilized a multi-media approach with two slide projectors showing comparative data in addition to the transparencies.

The interns were encouraged to motivate the laboratory school students toward individual study through the use of film strip viewers, record players, and tape recorders. Staff instructor, Richard Gale, provided junction boxes for use with tape recorders to set up multi-listening posts. The laboratory school was equipped with study carrels developed for multi-listening activities. The laboratory school staff members encouraged the interns to develop creative teaching aids.

The Curriculum Laboratory contained a variety of materials, periodicals, books, study reports, etc. A bulletin board continually carried current news items on topics related to the disadvantaged, non-gradedness, and individualized procedures.

Each student was given a portfolio folder in which he placed approximately fifty articles on topics discussed during the institute and related articles of interest. The consultants, prior to arrival, sent materials which were processed and distributed. All the folders on nongraded schools listed in the Appendix were available. All articles listed in the periodical reading list were also available. Selected articles were placed in plastic folders, zerox copies of significant articles on nongraded schools, individualized instruction and desegregation were processed and distributed.

Two to three copies of the books listed on the reading list, Appendix I, were available in the curriculum laboratory. The institute secretary, office and curriculum laboratory assistants were on duty throughout the day processing instructional materials, circulating materials, and assisting the participants in securing information on topics selected for action projects and classroom use.

All training materials were exhibited during the last week of the institute so that participants might check to see if they had all the materials distributed in their folders and notebooks, bulletins, and films which they might request for in-service meetings in their local schools.

Due to the wide variety of materials available and the range of interest among participants, it is impossible to pick out specific instructional aids which were more valuable than others. No doubt the greatest value of the aids will be determined by how much of what they were exposed to will be utilized in their local situations.

In evaluating the institute, the participants were asked to evaluate the availability of instructional aids and also to evaluate them in relation to topics of concern. It may be noted from Table IX that 40 per cent felt that the instructional aids were numerous and an additional 43 per cent felt that the aids were adequate.

TABLE IX

AVAILABILITY OF INSTRUCTIONAL AIDS

The instructional aids were:

Numerous		Adequate		Inadequate		Limited	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
15	50	13	43	0	0	2	7

TABLE IX A

VALUE OF AVAILABLE AIDS IN RELATION TO AREAS OF CONCERN

The instructional aids were:

Most Valuable		Valuable		Average		Poor	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
17	57	11	37	2	7	0	0

59

CONSULTATION AND GUIDANCE

Participants were able to consult with the following individuals:

Dr. Martha Dawson - Project Director

Mrs. Helen Holston - Associate Director

Mr. Douglas Bowles - Instructor

Mr. Richard Gale - Instructor

Master Teachers in Operation Step-Up

Fifteen consultants visiting the workshop

Within the framework of the workshop, 3:00 - 4:00 p. m. was the individual conference time for participants to meet with the director, associate director and/or instructors. The instructors held individual conferences with participants during the first week as a means of becoming directly acquainted with the particular school system which each team represented. Numerous individual conferences and small group meetings were carried on continuously by the staff.

During the intern experiences the participants spent one hour each day planning and conferring with the supervising teacher. Mrs. Helen Holston also conferred with the interns and guided them in planning activities for the boys and girls.

As each consultant visited the workshop his schedule was developed so as to allow time for individual conferences with participants.

The informal atmosphere of the workshop made it possible for much additional discussion which was unscheduled, but profitable for both participants and instructors. The opportunity for individual consultation was appreciated because participants were anxious to describe their school system and its needs as they searched for new ideas either in pupil organizational plans, opportunities for planning for individualized instruction, or specific suggestions for nongrading the school and meeting the educational problems of disadvantaged pupils.

INFORMAL PROGRAM

In the afternoon of the first day of the institute an informal reception was held at which time the participants and staff introduced themselves and discussed routine institute procedures and organized into weekly social committees to serve as hostesses during the morning break. A social committee for a final social activity was also organized during the initial meeting. Individuals volunteered for the week in which they would serve. Persons living in the local community (tidewater area) divided themselves so that someone familiar with the community was serving each week.

Interest in planning for the break grew and led to afternoon planning and home visits between local participants and visitors. The break periods were filled with a variety of cool refreshing drinks to a light brunch. The break periods were from 10:00 to 10:30 a. m. The refreshments were served in the colorful resource room in the Laboratory School. During this period the visiting consultants, institute staff, and participants debated ideas presented and engaged in warm fellowship. This activity without a doubt did much to bring cohesion to the group.

The bus tours to Richmond, Virginia, and Norfolk, Virginia while planned primarily as educational experiences proved to be of social significance as well. These activities, while not evaluated in the same manner as the routine activities were rated as outstanding by the participants in broadening their horizons and giving them a great deal of personal satisfaction.

At Baker School the participants had a continental breakfast, lunch in the school cafeteria, and the Baker faculty gave the group an informal reception in the afternoon.

The Norfolk Tour was taken on a Saturday. The tour, while emphasizing cultural enrichment for boys and girls, provided an opportunity for the participants to visit many places of significance. Many of the local participants pointed out that they had not had an opportunity to tour some of the places visited. The McArthur Museum and the tour of the Naval Station were of special interest to all. Lunch at the beautiful Botanical Gardens gave the participants a most unusual experience.

On the evening of the last Thursday of the institute the participants and guests had dinner and saw the play "Janus" at the Barksdale Theatre in Hampton. Following the play the participants were invited to have coffee with the cast. This event proved to be very nostalgic and no doubt lead to closer understanding and mutual respect among the participants who represented a variety of regional backgrounds.

All of the visiting consultants remarked about the human relations and fellowship which appeared to exist among the participants.

The informal activities no doubt played a tremendous role in changing attitudes and developing good human relations. The staff noted a great deal of change in individual participants. As the institute ended it was evident that the participants had learned to respect and recognize the individual dignity of each other regardless of race, religion, or regional origin.

INSTITUTE FACILITIES

All the facilities of the Department of Elementary Education and the Nongraded Laboratory School were used for the institute participants and the boys and girls in Operation Step-Up.

The Curriculum Laboratory was open from 8:00 a. m. to 5:00 p. m. daily. This facility housed all the training materials for the institute as well as curriculum guides, filmstrips, an overhead and movie projectors.. Tape recorders, typewriters, duplicating, mimeograph, and photo copying machines were also available. Professional books, trade books, textbooks, professional journals and reference books were located here.

A seminar room and an additional classroom were available for lectures, workshops, and group meetings. The Resource Room was utilized for listening to tapes, social activities, and projects in connection with classroom activities with the boys and girls.

The facilities were ample; however, on commenting on the facilities, the majority of the participants felt that air-conditioning in at least one room where lectures were held would have added immensely to the available facilities. In spite of the absence of air-conditioning Table X reveals a high rating for facilities.

TABLE X

INSTITUTE FACILITIES

The institute facilities were:

Excellent		Good		Fair		Poor	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
12	40	18	60	0	0	0	0

PARTICIPATION OF LOCAL SCHOOL SYSTEMS

The institute was not limited to individuals from local school districts. Institute announcements were sent to approximately two thousand educators on the Hampton Institute's summer school mailing list. This list included school superintendents, directors of instruction, principals and supervisors, in a wide geographical region. Due to lateness in receiving the grant the announcements were sent at a time when schools were involved in closing activities, and summer school plans had been previously made by many educators.

Superintendents of schools in Hampton, Newport News, Norfolk, Virginia Beach, York County and Williamsburg were also asked for permission to circulate announcements of Operation Step-Up to the pupils in their schools. A form granting permission was received from Norfolk, Newport News, Virginia Beach, York County and Williamsburg. The fact that all of the school systems but one responded was indicative of the willingness of local systems to cooperate.

The institute roster includes participants from Hampton, Newport News, Suffolk, New Kent and Amelia. Upon the request of the participants, the superintendents or directors of instruction in the above named districts sent letters recommending each participant as an individual who would be able to profit from the institute, as well as assume some leadership in their local school or school district in an in-service program devoted to a study of the nongraded approach to school organization and curriculum.

Superintendents and other school administrators outside of Virginia also sent letters recommending each participant. Many of these letters stated that the applicants would be used in leadership roles in in-service programs.

PLANS FOR FOLLOW-UP

Copies of the institute follow-up procedures were distributed to the participants during the last week of the institute. This outline is presented below:

August-September

The institute director will send a letter to superintendents and principals informing them of the general experiences of the participants during the institute. A copy of the follow-up activities will also be included in the letter.

September-October

Each participant will receive a copy of the Interim Report.

The superintendent or appropriate administrative officers of the participants school system will be sent a copy of the Interim Report.

November-December

Participants will be expected to send the director a progress report.

On-Going Activities

Follow-up Consultant Service

The director will be available to serve as consultant in the school or school district of the participants. The participants will be expected to confer with the director so that scheduling can be arranged. Traveling expense, per diem expenses and consultant's fees are supported from the institute contract.

In-Service Professional Kits

Participants may contact the Director for instructional materials used during the institute if these materials are needed for in-service study. Films, and filmstrips will be available for one week. Books and other printed materials will be available for two weeks. Tapes will not be available for mailing.

Mailing expenses must be taken care of by the receiving school. If materials are damaged or lost the receiving school is expected to replace the materials. All kits should be insured. When kits are returned the Institute Secretary will mail the receiving school a clearance sheet which will note that materials have been returned in good order.

Professional Newsletter

Institute instructors and participants are expected to exchange information on topics related to individualization of instruction, nongrading, teaching the disadvantaged and problems occasioned by desegregation. In addition, participants are asked to share interesting experiences which are related to ideas presented during the institute and action projects. All information should be sent to the Director and she, in turn, will send out a Newsletter when sufficient materials are received.

On the weekly team evaluation form the teams were asked to list ideas presented during the week which they felt would be of value and practical for their school or school district. They were also asked to anticipate problems which they might have in implementing the ideas presented as well as describe the type of assistance they anticipated needing. This information will be used in planning follow-up conferences and selecting materials for professional kits.

OVERALL EVALUATION

The objectives of the institute were realized. The participants completed the training session with:

1. More insight into the dimension of nongrading.
2. Positive attitude toward the educationally disadvantaged.
3. The realization that desegregation of pupils and facilities present no unique educational problems.
4. The realization that boys and girls, teachers, and administrators can work effectively in a bi-racial educational setting.
5. The realization that the nongraded approach to school organization and curriculum offers many possibilities for the meeting of the educational needs of pupils with wide variations in academic and social backgrounds.
6. The realization that an individualized approach to instruction is essential in all teaching situations but mandatory in teaching the educationally deprived.
7. The realization that the initiation of a nongraded school should be preceded by one to two years of concentrated study of existing educational problems.
8. The realization that the nongraded approach has some limitations and some existing programs have increased learning barriers and frustration (especially programs which have replaced grades by specific reading levels which follow an adopted text).

The interpersonal relationships among all the members of the institute, staff, participants and resource persons were excellent and rewarding. For many of the participants the institute was a first experience in working on educational problems in a bi-racial setting. In the context of this report changes in understanding and attitudes were presented.

The participants and staff recognized that the development of action projects required more direction and research than was available during the training session.

It was felt that during the institute more emphasis should be placed on exposing the participants to consultants and experiences which may not be available in their local teaching situations. Therefore, action projects were not finalized but organized as tentative projects to be expanded as each individual attempts to try some of the ideas within his local situation.

Participants Overall Evaluation

Participants were asked to comment on what they considered the most valuable experience and least valuable experience of the institute. Individual participants stated that the most valuable experience of the Institute:

1. "was being exposed to the thinking of many different authorities on the subject of nongraded schools,"
2. "was the visit to a nongraded school in operation other than in the Laboratory School,"
3. "was hearing consultants who brought a wealth of information and shared it so freely,"
4. "was recognizing how inadequate some of my classroom techniques were and how individualized techniques could help my students to develop more at their own rate of progress,"
5. "was the experience of working with the children in the laboratory school and working with participants in the institute,"
6. "was meeting Negro educators on their own ground, trying to become a part of them as they might try to become a part of a predominantly white group,"
7. "was association with top administrators directing the program and receiving guidance from a master teacher,"
8. "was having the opportunity to work with Mrs. Wilson, hear Goodlad, Green, etc.,"
9. "was meeting outstanding educators and many new friends. Teaching in a nongraded school,"
10. "was the many and varied types of speakers recruited to work with the group, and the follow-up discussions held after each speaker,"

11. "was interning and math demonstrations and other demonstrations that can actually be used,"
12. "was getting to sit and converse with people of many and varied cultures,"
13. "was the in-service experience and the lectures of Dr. Green,"
14. "was having such loving and dynamic consultants: namely, Dr. Dawson, Bowles, and Gale. Being accepted into a predominantly Negro society,"
15. "was the daily living and working with people with different backgrounds,"
16. "was the institute as a whole and working in a desegrated situation,"
17. "I was most pleased to find this scientific approach. It has been my previous experience to find most educational institutions biased in their own behalf. If two sides were presented one was usually in a derogatory light."

The overwhelming majority of the participants felt that all experiences had value. Some individuals felt that:

1. "The time spent in the classroom was too short."
2. "Some of the lectures repeated what we could have read."
3. "Assisting with children in the lunch room while interning was a waste of time."

Comparison With Other Courses

Participants were asked to rate the institute in comparison with other institutes, workshops, in-service and graduate courses in which they had previously enrolled. The data presented in Table XI indicates that the institute compared favorably with other courses.

TABLE XI

Comparison of Institute With Other Courses

In this institute I learned:	Number	Percent
less from this institute than from any other	0	0
less than the average course	0	0
about as much as the average course	3	10
more than the average course	14	47
more than in any other course	12	40
no response	1	3

EVALUATION PROCEDURES

Evaluative procedures were developed by the staff in four categories.

A participants' Weekly Evaluation Summary was designed to examine reaction to the consultant during the week, and to reflect, understandings of the nongraded approach, of individualized instruction, of the educationally economically disadvantaged. In addition, the instrument attempted to focus upon attitudinal changes. Provision was also made in this instrument for the participants to react to the workshop and to suggest modifications. Each week, the instrument was completed by all the participants, including those involved in the internship.

A Weekly Team Evaluation was designed to reflect a specific school system's present and future concerns in regard to nongrading, desegregation, and the problems of the disadvantaged. It was hoped that this instrument would identify reactions to the content presented throughout the week. However, the results from this instrumental tended to concentrate on curriculum and administrative problems within the school system.

An Intern Evaluation was designed to give participants, unit teachers, and the Institute instructors some indication of the intern's skill in individualization of instruction within a nongraded classroom. The instrument was used by the intern for self-evaluation as well as for the master teacher's evaluation. A three point rating scale was constructed to assess Attitude and Interest, Classroom Maintenance, Curriculum and Instruction, and Individualization of Instruction.

A General Evaluation Form was given the participants during the last week of the institute. This instrument was designed to get a more objective general evaluation of the institute. The participants were asked to leave their names off the form and turn them in to the secretary in a sealed envelope. Data from this instrument has been recorded throughout this report. It proved to be most valuable in determining changes in attitudes and understandings in regards to problems occasioned by desegregation. It also pinpointed areas of strengths and weaknesses.

SUMMARY

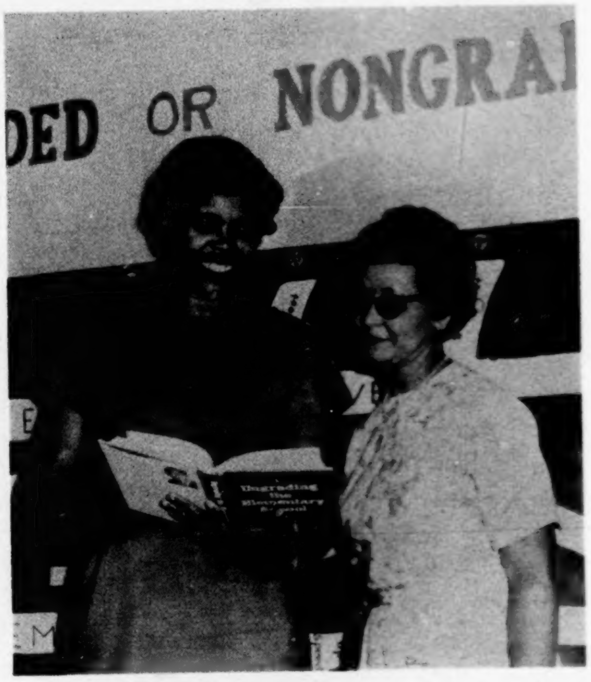
The information presented in this report is only a sample of the subject matter, ideas, attitudes and understandings, developed during the five-week training session. The participants had a very extensive program in a relatively short period. It is felt that there was ample time in the training period and that the "saturation techniques" used to present content were highly effective.

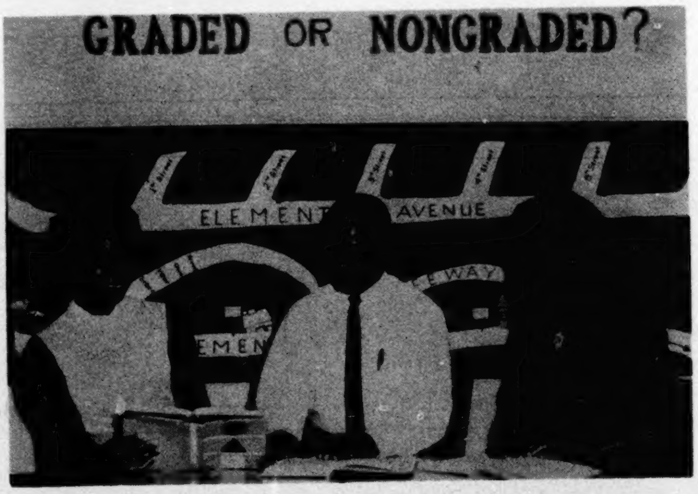
It is hoped that as the participants work in their local communities many more intrinsic values will be realized from the summer experience.

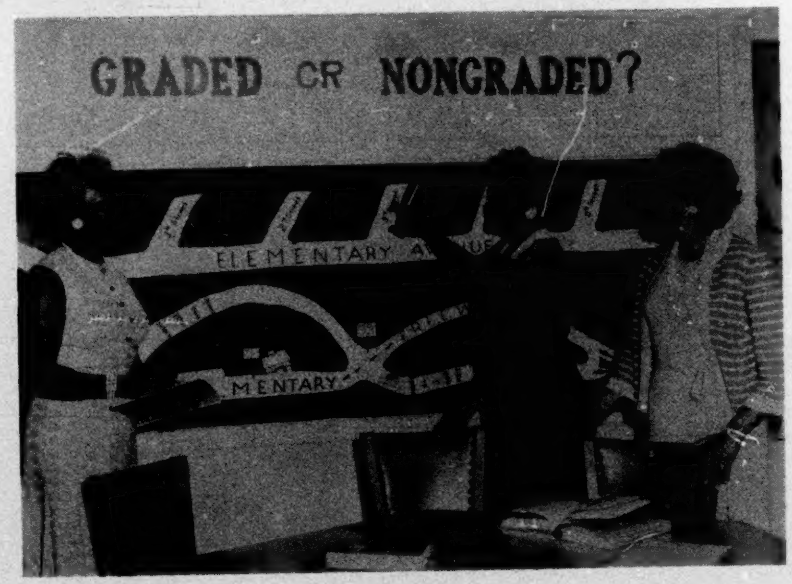
PHOTO HIGHLIGHTS

GRADED OR NONGRADED?
ELEMENTARY AVENUE

NONGRADED?
ELEMENTARY


DED OR NONGRA
Ungrading the Elementary School


GRADED OR NONGRADED?
ELEMENTARY AVENUE


GRADED OR NONGRADED?
ELEMENTARY AVENUE

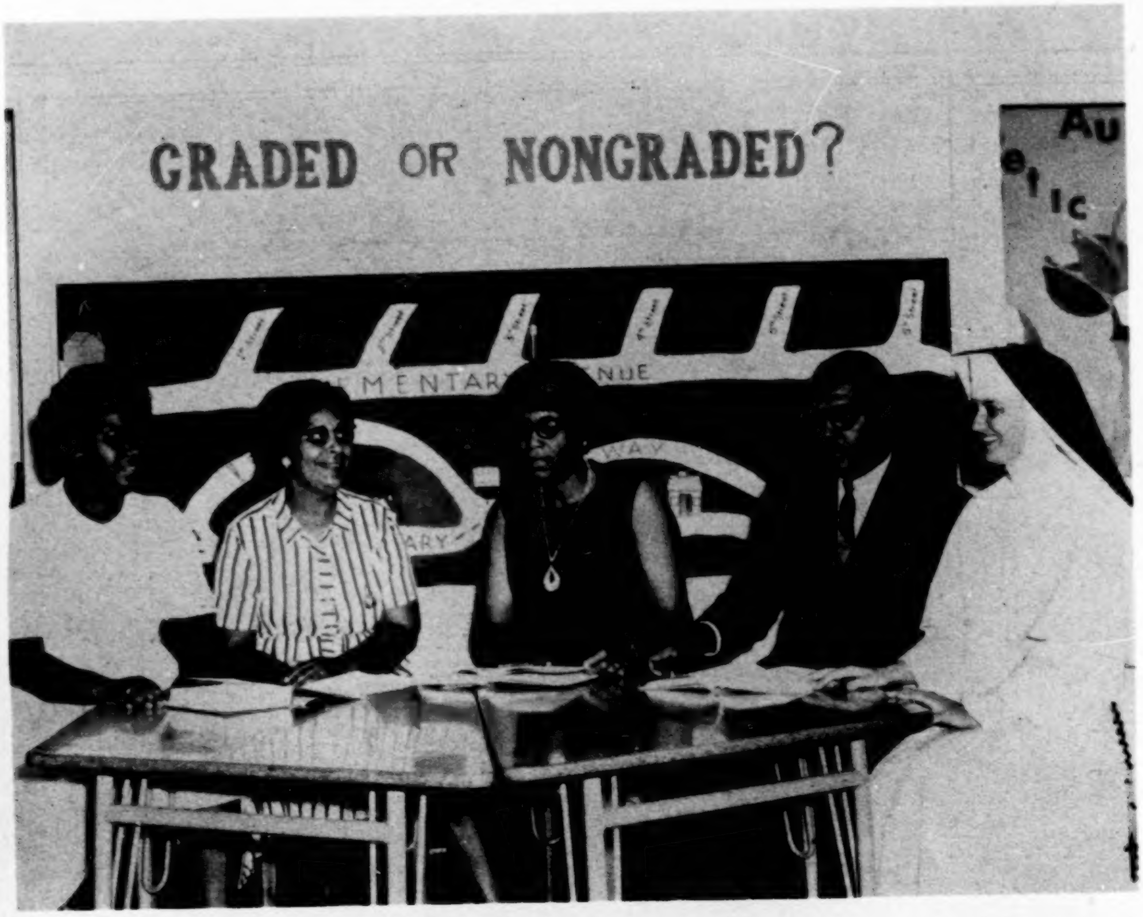
1. INSTITUTE STAFF
Seated: Mrs. Helen H. Holston, Associate Director; Mrs. Roberta Atkinson, Master Teacher; Mrs. Martha Williams, Master Teacher; Mrs. Emmy Wilson, Master Teacher; Dr. Martha Dawson, Institute Director. Standing: Mrs. Mildred Johnson, Secretary; Mr. Richard Gale, Instructor; Mrs. Lena Borden, Laboratory School Secretary; Mr. F. Douglas Bowles, Instructor; (Mrs. Lydia Shipman, absent).

2. GEORGIA TEAM: Mrs. Mary Walker, Primary Teacher; Mr. Thomas Lassiter, Intermediate Teacher; Mrs. Jessie Lee, Primary Teacher.

3. SUFFOLK TEAM: Mrs. Margaret Moses, Supervisor; Mrs. Dolly Richards, Intermediate Teacher.

4. TYLER TEXAS TEAM: Mrs. Ruth Wynne, Teacher; Mr. Elmer Wynne, Principal, and Mrs. Charlie Polk, Teacher.

5. RICHMOND VIRGINIA TEAM: Mrs. Alice Chiles, Primary Teacher; Mrs. Dorothy Hosley, Primary Teacher, and Mrs. Leola Turpin, Reading Consultant.


GRADED OR NONGRADED?
ELEMENTARY AVENUE

ELEMENTARY AVENUE

6. **ST. MARY'S TEAM** (Hampton, Virginia): Mrs. Ruby Sansone; Sister Cyrilla Sarek, and Mrs. Eva Stinson.

7. **TEAM AT LARGE:** Mrs. Ruth Wyche, Intermediate Teacher, Newport News, Virginia; Mrs. Juanita Taylor, Primary Teacher, Amelia, Virginia; Mrs. Sadie Penn, Alabama State College Laboratory School, Montgomery, Alabama; Mr. Osmund Jordan, Principal, Rolling Fork, Mississippi, and Sister Moira Blumenthal, Principal, Holy Name School, Nashville, Tennessee.

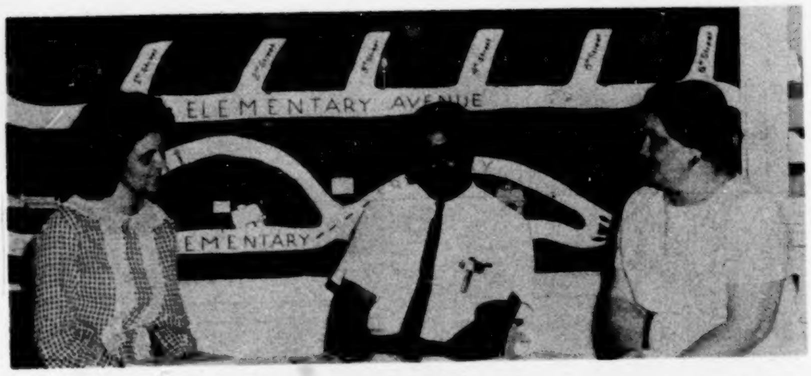
8. **CHARLES CITY COUNTY TEAM:** Mrs. Mary Murray, Teacher and Chairman Nongraded Study, and Mrs. Susie Bates, Primary Teacher.

9. **MOTON SCHOOL TEAM** (Hampton, Virginia); Study diagram of graded and nongraded schools, Miss Anita Hall, Intermediate, and Mrs. Julia Carter, Principal.

GRADED OR NONGRA
ELEMENTARY AVENUE

ELEMENTARY AVENUE
ELEMENTARY

ELEMENTARY AVENUE
MENTA



10. WALDORF MARYLAND TEAM: Mrs. Laurenia Beverly, Intermediate Teacher; Miss Willie Matthews, Reading Consultant; Mrs. Bertha McDuffie, Primary Teacher.

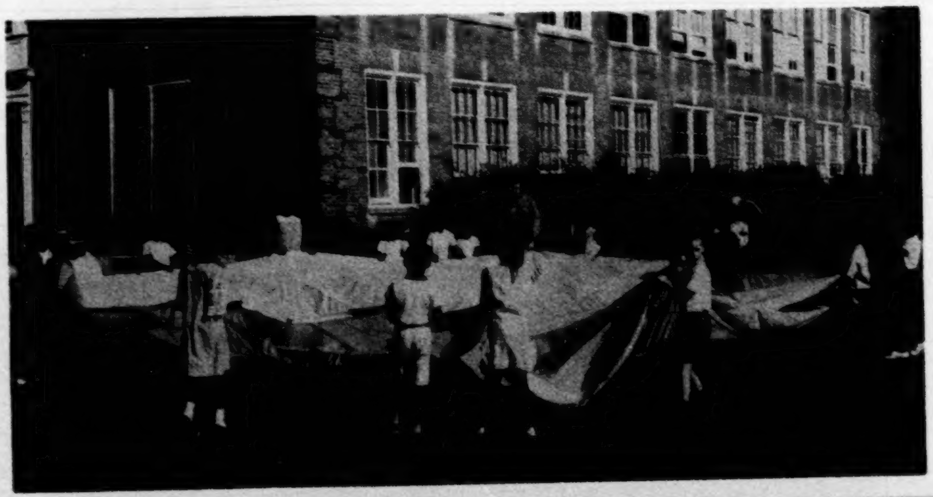
11. YORK COUNTY TEAM: Miss Peggy Phillips, Primary Teacher; Mr. Melvin Moore, Principal; Mrs. Margaret Polce, Intermediate Teacher, and (Mrs. Rhea McKee, Primary Teacher, absent).

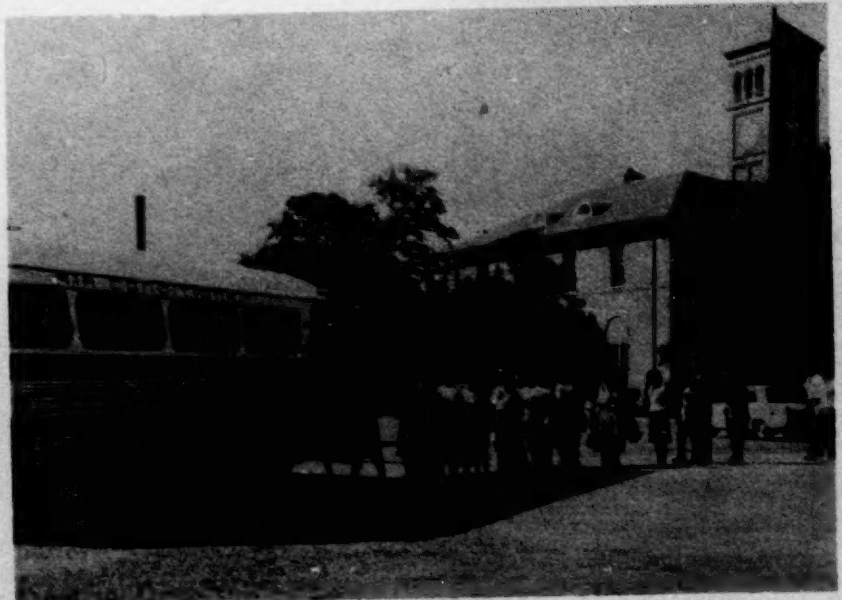
12. SPELLBOUND: Mrs. Rhea McKee wore her husband's parachute jump suit and captured the hearts of the boys and girls in Mrs. Williams' primary class.

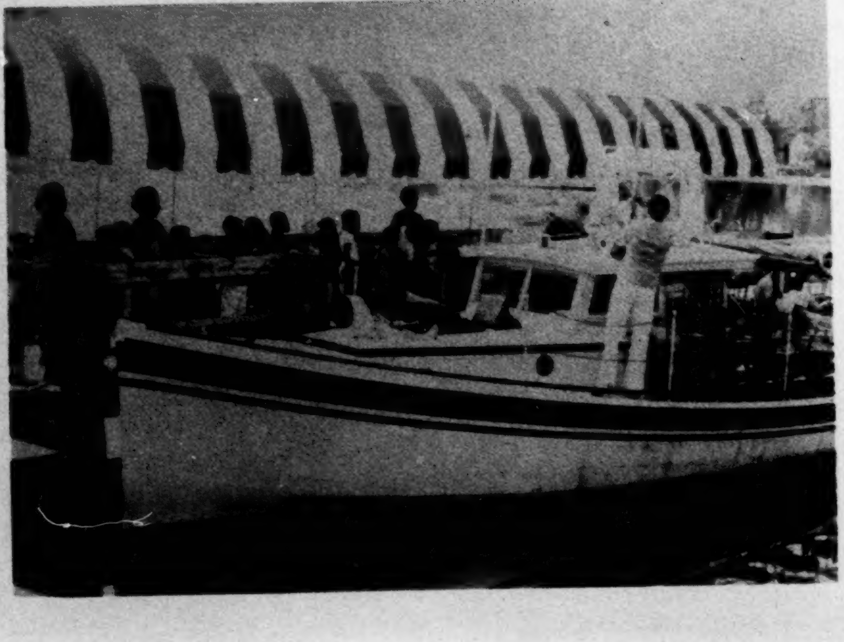
13. Mrs. Rhea McKee, York County, shares a parachute with the boys and girls in the Primary Unit.

14. Participants Tour Norfolk Community.

15. ENRICHMENT: Mrs. Lydia Shipman, Master Teacher, and Mrs. Susie Barnes, Charles City, Intern, and Mrs. Juanita Taylor, escort the boys and girls on a boat tour of Hampton, Virginia.







16. Mrs. Lydia Shipman, Master Teacher and her primary unit share research project.

17. SHOPPING FOR NEWS: Mrs. Ruby Sansone teach the youngsters to become news conscious while interning in Mrs. Wilson's Intermediate Unit.

18. Mr. Osmund Jordan, Principal from Rolling Fork, Mississippi, gets an opportunity to teach in a nongraded classroom under the direction of Mrs. Emmy Wilson.

19. INTERNS DIAGNOSE LEARNING SKILLS: Mrs. Ruth Wyche, Newport News, Intern; Mrs. Martha Williams, Master Teacher, and Mrs. Laurenia Beverly, Maryland, Intern.

20. PRINCIPAL GETS INVOLVED IN INSTRUCTION: Sister Moira Blumenthal, Nashville, Tennessee directs a group of boys in a research project while interning in Mrs. Atkinson's intermediate unit.

21. Institute participants and staff.

GET THE NEWS
LET'S SHOP
SPACE

SHARING OUR STORIES.

PART II

OPERATION STEP-UP

Report prepared by
Mrs. Helen H. Holston
Associate Institute Director

Objectives

Operation Step-Up was composed of 100 children who represented a great range of abilities and backgrounds. The greater percentage of pupils were underachievers, that is, pupils with potentials who were working below their developmental level of proficiency. Culturally speaking, there were varied educational and economical backgrounds represented.

The program, designed as a summer "booster" for children who were underachieving but had the ability to improve, was organized:

> To assist participants in improving the quality of instruction for the disadvantaged in desegregated classrooms through a nongraded approach to instruction.
>
> To stimulate and assist underachievers and/or educationally disadvantaged children in improving their academic skills through a nongraded approach to teaching and learning.
>
> To broaden the experiences of pupils through social and enriching experiences.

Procedures for Selecting Children

The following criteria were established as the bases for which children would be selected for the program:

1. Evidence of at least average mental ability
2. Evidence of deficiency in school achievement
3. Evidence of good emotional adjustment
4. Adequate representation from all contacted schools
5. Representation from different ethnic groups
6. Assurance of good attendance
7. Fall enrollment in a desegregated school

About 33% of the children selected for the program were those attending the Hampton Institute Nongraded Laboratory School. School records were available to give the necessary selection information. Information about the eligibility of the other applicants, in terms of the criteria, came from these sources:

1. Parents signed and returned an application indicating their agreement to cooperate in having the child attend school regularly. (See Appendix N).

2. An information form filled out by the school gave the teacher's opinion of the child's emotional stability and his ability to benefit from the program. When test scores were available they showed whether the pupil was achieving to the best of his ability. (See Appendix Q).

3. Tests were administered to children for whom there was no information about mental ability or school achievement. A listing of the tests used is given here:

   Otis Quick-Scoring Mental Ability Tests
   Harcourt, Brace & World
   New York, 1954
      Alpha Test: Short Form As
      Beta Test: Form EM

   Stanford Achievement Test
   Harcourt, Brace & World
   New York, 1964
   Primary I, Form X (Word Study Skills, Vocabulary, Number Concepts)
   Primary II, Form X (Word Study Skills, Word Meaning, Arithmetic Computation)
   Intermediate I, Form X (Word Study Skills, Word Meaning, Arithmetic Computation, Arithmetic Concepts)
   Intermediate II, Form X (Word Meaning, Arithmetic Computation, Arithmetic Concepts, Study Skills)

Scores on the tests were used to detect children who showed the ability to benefit from the program and who were low in some areas on the achievement tests. On the Otis Quick-Scoring Mental Ability Tests children whose scores fell at least within the normal range of ability were considered. An exception was made for primary grades taking the Alpha Test. For them, IQ scores in the eighties were acceptable. Next studied were the achievement sub-test scores made by children meeting the criterion in respect to mental ability. Scores on two or more of the sub-tests needed to be below the 30th percentile for the children to be considered. An exception was made for one or two children of above average ability who had at least one sub-test score below the 20th percentile.

The eligibility of one child who was admitted to the program after it had been in session a week was determined by his performance on items selected from the two tests. He appeared to meet the criteria for mental ability and low achievement.

The psychologist assisted with the selection of pupils and the administration of the total testing program.

TABLE XII: PUPIL'S BACKGROUND

NAME	AGE	SCHOOL	GRADE
Alston, Michael	9	Walter Reed School Newport News, Virginia	4
Armstead, Arthur	7	Laboratory School Hampton Institute, Virginia	Primary Unit
Armstead, Shelia	9	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Betts, Cheryl	11	St. Vincent's School Newport News, Virginia	6
Bonner, Jeannette	7	Laboratory School Hampton Institute, Virginia	Primary Unit
Briggs, Faye	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Brown, Franklin	8	Union School Hampton, Virginia	3
Brown, Joseph	7	T. C. Erwin School Newport News, Virginia	2
Chapman, Kenneth	12	G. W. Carver School Newport News, Virginia	6
Cheatham, Cheryl	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Clark, James	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Clark, Valerie	11	St. Vincent's School Newport News, Virginia	6
Coe, Harry	10	N. B. Clark School Newport News, Virginia	5
Collins, Deborah	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Cone, Eugene	8	St. Mary's School Hampton, Virginia	3
Cooper, David	9	Laboratory School Hampton Institute, Virginia	Primary Unit
Cunningham, Pamela	10	Aberdeen School Hampton, Virginia	5
Dismond, Harriet	9	Mary Peake School Hampton, Virginia	4
Easter, Deborah	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Easter, Robert	11	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Easter, Russell	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Edwards, Dianna	7	St. Mary's School Hampton, Virginia	1
Edwards, James	9	Phoebus School Hampton, Virginia	3
Epps, Freida	11	Liberty Park School Norfolk, Virginia	5

Table XII cont'd

NAME	AGE	SCHOOL	GRADE
Fauntleroy, Almeria	11	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Foster, Carey	8	Norview School Norfolk, Virginia	3
Fothergill, Yvonne	8	Tucker-Capps School Hampton, Virginia	3
Frazier, William	7	R. R. Moton School Hampton, Virginia	2
French, Phyllis	11	R. R. Moton School Hampton, Virginia	5
Fuller, Christopher	9	St. Mary's School Hampton, Virginia	3
Fuller, Edward	8	St. Mary's School Hampton, Virginia	2
Gardner, James	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Hall, Pamela	9	R. R. Moton School Hampton, Virginia	3
Hamlin, Charles	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Hancock, Juanita	11	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Hare, Portia	10	R. R. Moton School Hampton, Virginia	4
Harper, Michael	7	St. Vincent's School Newport News, Virginia	1
Harris, Yvonne	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Helm, Edward	6	Parkview School Newport News, Virginia	1
Hunt, Roderick	10	R. R. Moton School Hampton, Virginia	5
Jackson, Gregory	7	Laboratory School Hampton Institute, Virginia	Primary Unit
Jackson, Walter	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Johnson, Keith	10	Union School Hampton, Virginia	4
Jones, Charles	9	Laboratory School Hampton Institute, Virginia	Primary Unit
Jones, Katra	9	B. T. Washington School Newport News, Virginia	4
Jones, Paula	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Jones, William	10	Mary Peake School Hampton, Virginia	5
Kanzler, Paul	9	St. Vincent's School Newport News, Virginia	3
King, Dawn	11	Laboratory School Hampton Institute, Virginia	Intermediate Unit

Table XII cont'd

NAME	AGE	SCHOOL	GRADE
King, Linda	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
King, William	7	Laboratory School Hampton Institute, Virginia	Primary Unit
Kirkpatrick, Denise	9	R. R. Moton School Hampton, Virginia	4
Liakos, Agnes	7	St. Vincent's School Newport News, Virginia	2
Logan, Donna	7	Dunbar School Newport News, Virginia	1
Malarkey, Daniel	9	St. Vincent's School Newport News, Virginia	3
Miles, Cheryl	9	Aberdeen School Hampton, Virginia	3
Miles, Karen	10	Aberdeen School Hampton, Virginia	3
Moody, Duane	8	Laboratory School Hampton Institute, Virginia	Primary Unit
Morrison, Paul	7	St. Rose's School Hampton, Virginia	2
Owens, Deborah	12	Magruder School Newport News, Virginia	6
Owens, Tia	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Parsons, Eleanor	8	Diggs Park School Norfolk, Virginia	3
Pelham, Michele	9	St. Vincent's School Newport News, Virginia	2
Porter, Jacqueline	8	Greenbrier School Hampton, Virginia	3
Reynolds, Amy	8	St. Mary's School Hampton, Virginia	3
Rice, Vicent	9	Private Home Study Sierra Leon, Africa	3
Richards, Wayne	10	Aberdeen School Hampton, Virginia	4
Richardson, Kenneth	9	St. Mary's School Hampton, Virginia	2
Roberts, Donna	9	R. R. Moton School Hampton, Virginia	4
Roberts, LaDonna	9	R. R. Moton School Hampton, Virginia	4
Sansone, Vincent	7	St. Mary's School Hampton, Virginia	1
Sheiman, John	11	St. Mary's School Hampton, Virginia	6
Sidney, Karl	10	George Wythe School Hampton, Virginia	5
Smith, Mordecai	6	Diggs Park School Norfolk, Virginia	1

Table XII cont'd

NAME	AGE	SCHOOL	GRADE
Sneed, Robert	9	Laboratory School Hampton Institute, Virginia	Primary Unit
Spicer, Robert	9	St. Vincent's School Newport News, Virginia	3
Stamas, Martin	9	St. Mary's School Hampton, Virginia	3
Stewart, Karl	10	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Stewart, Lorna	7	Laboratory School Hampton Institute, Virginia	Primary Unit
Strickland, Willie	7	Walter Reed School Newport News, Virginia	2
Swan, Mary	9	St. Mary's School Hampton, Virginia	4
Sykes, Barbara	11	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Tucker, Wanda	8	Aberdeen School Hampton, Virginia	3
Vann, John	8	Aberdeen School Hampton, Virginia	3
Whitehead, Ann	9	St. Mary's School Hampton, Virginia	4
Whitehead, James	10	St. Mary's School Hampton, Virginia	5
Williams, Carlton	8	Francis Mallory School Hampton, Virginia	3
Williams, Dennis	11	Laboratory School Hampton Institute, Virginia	Intermediate Unit
Williams, George	7	St. Mary's School Hampton, Virginia	1
Williams, Kenneth	7	Francis Mallory School Hampton, Virginia	1
Williams, Martin	9	St. Mary's School Hampton, Virginia	4
Wilt, Patricia	9	St. Mary's School Hampton, Virginia	3
Wright, Robert	10	Thomas Jefferson School Newport News, Virginia	4
Wynne, Capri	9	M. G. Griffin School Tyler, Texas	5

TABLE XIII: SUMMARY OF PUPIL'S PLACEMENT AND RACIAL COMPOSITION

Units	Number	Race	
		Negroes	Caucasians
Primary	49	33	16
Intermediate	46	39	7

TABLE XIV: SCHOOLS AND SCHOOL SYSTEMS REPRESENTED

School	Number	School System
Laboratory School	30	Hampton Institute, Virginia
Mary Peake	6	Hampton, Virginia
Aberdeen	2	Hampton, Virginia
Robert R. Moton	9	Hampton, Virginia
Tucker-Capps	1	Hampton, Virginia
Union	2	Hampton, Virginia
Francis Mallory	2	Hampton, Virginia
George Wythe	1	Hampton, Virginia
Greenbrier	1	Hampton, Virginia
Walter Reed	2	Newport News, Virginia
Thomas Jefferson	1	Newport News, Virginia
Carver	1	Newport News, Virginia
N. B. Clark	1	Newport News, Virginia
Dunbar	1	Newport News, Virginia
B. T. Washington	1	Newport News, Virginia
Magruder	1	Newport News, Virginia
T. C. Erwin	1	Newport News, Virginia
Parkview	1	Newport News, Virginia
St. Vincent's Catholic	8	Diocese of Richmond, Virginia
St. Mary's Catholic	16	Diocese of Richmond, Virginia
St. Rose's Catholic	1	Diocese of Richmond, Virginia
Liberty Park	1	Norfolk, Virginia
Norview	1	Norfolk, Virginia
Diggs Park	2	Norfolk, Virginia
Mamie G. Griffin	1	Tyler, Texas
Private Home Study	1	Sierra Leone, Africa

TABLE XV: ASSISTANTS IN ENRICHMENT PROGRAM

Name	Background	Role in Institute
Mr. James Guthrie	Senior Department of Physical Education Hampton Institute Hampton, Virginia	Served as recreation instructor to intermediate pupils
Miss LaVerne Herring	Junior Department of Art Hampton Institute Hampton, Virginia	Served as Arts and Crafts instructor for primary and intermediate pupils
Mr. William Crump	Instructor of Music Y. H. Thomas Junior High School Hampton, Virginia	Served as music specialist in enrichment to pupils and institute participants
Mr. Herndon Sims	Music Instructor York County, Virginia	Served as music specialist in enrichment to pupils and institute participants
Miss Elizabeth Sansone	Junior Department of Elementary Education Radford College Radford, Virginia	Served as recreation instructor to primary pupils

Content

The curriculum for Operation Step-Up was geared around instruction in individualized reading, language arts, social living experiences, mathematics and enrichment. At the outset, it was proposed that these areas be set up with the following objectives in mind:

> To stimulate the desire to read and to help develop skills in word recognition and comprehension through an individualized approach to reading.
>
> To encourage the facility of oral and written communication through a creative approach to language arts.
>
> To develop an interest, understanding and appreciation of world cultures through social living experiences.
>
> To stimulate the desires to delve into mathematics through enriching experiences.
>
> To raise the aspirations and uplift the cultural development of underachievers and disadvantaged pupils through planned cultural and enriching experiences.

Implementation of these objectives was affected through the individualization of instruction.

Many opportunities for development of competence in listening skills, speaking, reading, and writing were provided through creative readings of poetry and story telling. Children were encouraged to pursue individual research topics centered around hobbies and interest and ultimately present information gained in oral and written communication. In light of these experiences children learned to understand the importance of clear concise speech, to use an integration of good grammatical skills in daily communication and to develop skills in using reference materials.

Children read varied books tailored to their needs and interest. Skills in word attack, comprehension, and interpretation were introduced to individuals as the need arised. No ceiling was attached to the amount and kind of books to read. Consequently, the reading phase encouraged wide reading of many literary works, classics, science fiction and books of personal interest. Individual reading conferences were held between teacher and pupils. Skill groups were organized if the need for specifics were apparent.

Children were also stimulated to learn new words. Time was provided for both oral and silent reading; this included reading for fun as well as for information. Some additional experiences in which children were involved included proper selection of books, analyzing characters, making oral and written book reports, reading aloud to class, making bulletin boards; constructing dioramas or models of favorite scenes and/or characters, writing skits, original stories or poems, and acting out favorite roles.

Mathematical experiences were geared to the needs, abilities, and daily experiences of pupils. The new concepts learned had to do with understanding the number system, reading, writing, and solving equations, buying, selling, marketing, and constructing and using tools of measurements.

Many enriching mathematical experiences were executed by pupils. Through creative and discovery experiences, children were encouraged to understand concepts, thereby, gaining a minimum amount of proficiency in the basic mathematical processes.

The social studies program was news orientated. Pupils were encouraged to keep abreast of current happenings by listening to radio or television news broadcasts, reading the daily newspapers, at their levels of development, and reading current magazines. Pupils became habituated to reading, discussing, and writing news stories daily. Interest was extremely high through creative experiences in making news centered 3-D maps and bulletin boards, and by bringing to class real space suits, parachutes and the like. Other special social living experiences included the planning, preparation, and serving of an Indonesian brunch as an outgrowth of a special project on Indonesia.

The highlight of the program was the social and cultural experiences given pupils. (See Appendix V).

The recreation aspect of the program provided an opportunity for each child to enjoy himself as well as to teach him how to follow instructions in the line of sports and games. This activity gave pupils maximum physical activity without overexertion. Rhythms and group relays were of utmost interest to pupils. Semi-active games were provided for many of the primary pupils. Intermediate pupils were exposed to many active games including hard ball, kick ball, and line races. In order to develop a heterogeneous relationship between both sexes, many semi-active and social games were included.

Art experiences offered many opportunities for creative expression and appreciation. Pupils engaged in chip mosaics, puppets, collages, and many forms of texture paintings.

Appreciation and creative expression constituted the basic elements in the music program. Rhythmic activities helped pupils develop a strong feeling for phrase and accent. Children gain a wealth of appreciation for music through listening to recordings, identifying and recognizing various orchestral instruments, and being exposed to the introduction of operatic music.

Weekly tours were planned to many cultural and enriching centers throughout the community. The pupils thoroughly enjoyed the boat tour to see Hampton's historic shoreline and large ships docked in the harbor. The tour to the Aero Space Park, the Mariners Museum, the Campus Museum, and of Hampton Institute's Campus were quite enriching for pupils.

Methods

Operation Step-Up extended over a period of six weeks. The schedule for children attending the summer program was as follows:

8:30 - 12:00 - Concentration on academic subjects
12:00 - 1:00 - Lunch and free activity
1:00 - 2:15 - Enrichment

The classes for boys and girls were held in the Hampton Institute Nongraded School. These classes were organized around a heterogeneous grouping with a multigrade range. A full time master teacher was assigned to each group of approximately twenty-five pupils. There were two primary units composed of children in grades one, two, three, and two intermediate units which comprised grades four, five and six. In addition, a roving team of two participants served as interns or cooperating teachers weekly.

The instructional program in each class was geared toward individualized or small group work and continuous progress. During many enriching experiences large groups were organized for social and cultural contacts.

During the first week of the institute it was necessary to use diagnostic measures to ascertain the needs, interests, and potential of each child. A series of formal and informal techniques were administered to all individuals, small groups, and large groups. On the basis of these findings a program was organized and planned for each child in attendance.

The staff met regularly, twice weekly, to exchange ideas and effective techniques used to meet the needs of individuals. In addition to the regular staff, the cooperating participants in the institute met daily with the master teacher and once with the total staff in order to plan and clarify techniques and concepts of individualization.. A cooperative teaching plan was in effect.

Pupils from educationally disadvantaged homes who exemplified extreme emotional or social problems in the classroom were recommended to the psychologist for observation. Over a period of two to seven sessions, the psychologist met with pupils and parents of the pupils under her guidance.

Also in the initial phase of Operation Step-Up, parents were given an opportunity to explore the facilities in which children would be working, and discuss with teachers the program in operation, the policies of the institute, and the philosophy. (See Appendix S). An informal social hour was also given. Near the end of the institute, another meeting was scheduled for parents in order to appraise them of and evaluate with them the six week program. (See Appendix X).

The participants in the institute served as interns and observed in the classrooms for one week. During their observation and internship period, they engaged in planning with the unit teachers on meeting the needs of each child in the classroom, developing materials and techniques for individualization of instruction, executing plans and techniques with pupils, and evaluating progress of pupils (See evaluation procedures). The participants engaged in all aspects of the instructional and enrichment program.

Teaching Aids

A considerable amount of materials and equipment were available to the teachers, pupils and institute participants in Operation Step-Up. Inasmuch as the total facilities and resources of the Hampton Institute Nongraded Laboratory School and the teacher training section of the Department of

Elementary Education were available, it would be impossible to mention all of them at this time. However, a variety of audio-visual materials - including films, filmstrips, filmstrip projectors, movie projectors, individual view masters, maps, globes, picture collections, photo and ditto carbon copies - were available. In addition, an adequate supply of reference materials, trade books, classics, and basic books were at the disposal of all persons involved. All materials were effective and contributed to the success of the program inasmuch as variety was needed in order to meet individual needs.

Consultation and Guidance

During the entire course of Operation Step-Up, the staff played an important part in consultation and guidance of pupils and Institute participants. Inasmuch as each teacher worked daily with approximately twenty-five boys and girls, consultation and guidance was affected throughout the entire day with pupils.

Consultation and guidance with Institute participants followed these unique procedures. First, prior to the participants assignment, the Associate Director discussed with the entire group the organization and instructional program in Operation Step-Up. Procedures for assignment in classrooms were outlined, background information on pupils and expectations of participants were discussed. At this initial orientation, many questions relative to the intern program were clarified.

The second procedure, that of individual consultation, began the day prior to the first day of the intern period. Staff teachers and the assigned participants met to discuss pupils background, individual classroom organizational patterns, diagnostic procedures to ascertain needs of individual pupils and planned procedures for working in the classrooms. This initial team approach was of great value in that it not only helped the participants understand more fully the work they were to do, but aided the staff in understanding the background of the participant and setting the stage for the type of consultative service that would be needed during the remaining week. Scheduled daily conferences were then held between Unit teacher and Institute participant.

Finally, at the end of each intern's period, the Institute participants, Unit teachers, and Associate Director discussed briefly the strengths and weaknesses of the techniques for the incoming participants.

This cooperative procedure, although demanding and time consuming, brought quite a bit of continuity and improved conditions for each new group of participants.

Facilities

Operation Step-Up was held in the Hampton Institute Nongraded Laboratory School. This school is located on the first floor of Phenix Hall on Hampton Institute Campus. There were two primary classrooms and two intermediate classrooms in operation. Other activities overflowed into a Science Room, where pupils engaged in individual projects, cafeteria which served the Institute participants and pupils in Operation Step-up, and a well lighted Resource Room with an art center and kitchen for social living experiences. The Resource Room is also equipped to allow for many types of independent, small group, and large group experiences. Individual learning corrals for independent study are included in this area with electric outlets and dual control systems for use of audio-visual aids. This room contributed greatly to the success of the program inasmuch as it was designed for flexible activities and many individual, small, and large group experiences. In addition to these resources, available to pupils and participants in the Institute, were the Seminar Room, where lectures, demonstrations and small gatherings were held and the Curriculum Laboratory where reference materials were housed.

Evaluation Procedures

A series of evaluative techniques were begun at the outset of Operation Step-Up. These techniques were intermittent and continual. They reflected all aspects of the program.

Beginning with the diagnostic measures to ascertain interests and needs, these methods were in effect daily. Because of the nature of the content it was necessary to employ varied informal and formal techniques with individual pupils. Of particular value was the interest inventories designed by teachers to determine specific interest of individual pupils (see Interest Inventory-Appendix T). In addition, the Botel Reading Inventory by Morton Botel, which was a very easily administered reading skill inventory, proved most helpful. The standardized measures, described in the section on procedures for selection, assisted teachers in diagnosing a few needs in other content fields. Daily pupil-teacher conferences proved to be the most effective evaluative technique.

Using the last technique mentioned, pupils better understood and accepted objectives. Given assistance in making plans and in gauging progress honestly, individuals determined their own progress which was one of the best forms of motivation for learning. This technique was time consuming and, due to the duration of the Institute, was limited. However, it was felt by pupils, teachers, and participants that the evaluation procedure was the most effective if the needs of individual pupils are to be met.

Pupils' participation in evaluating all aspects of the program was elicited through what we considered unique techniques. In addition to written evaluations, taped oral presentations, role playing, and socio-metric techniques were effected.

Through written reports on "What I Think About the Summer Program," one pupil writes:

> "I think the summer program is worthwhile because I enjoyed it very much. It is very educational. I wish the program was longer."

Another pupil writes:

> "I thought I would not like summer school at first. I was not used to it but in another week I enjoyed it. Everything we did I liked and I hope another year summer school will be here again."

Through role playing pupils expressed the difference in a school with grades and a school without grades. One pupil summarized, orally, the roles as follows:

> "In a graded school, teachers always tell you to make "A's" or else. In a school with no grades the teacher said, 'let's find out the problem.' They didn't have grades in that school and that was a blessing."

Oral taped discussions proved of immense value in one classroom. About the content one pupil states:

> "I didn't like coming when my brother was home but I learned a lot of things."

Other pupils stated:

> "I learned how to get up in front of a class and to speak loud and clear."

One pupil who had great potential but underachieving said:

> "I have learned quite a bit in math which is my weakest subject. It will help me this year at school. I always looked forward to the time which was set aside for special projects. It took much of this time and time at home for me to write a play."

In terms of adjustment with pupils from various racial, ethnic and economic groups, one pupil stated:

> "I made a lot of new friends and I love them."

Parents felt that children reacted enthusiastically and very favorable to attending the summer program. Likewise, they felt that the emphasis on individual attention, current events, and enrichment were the basic differences noted in the graded and nongraded schools. A few questions, raised by parents, concerning other aspects of the program were:

> "How do the teachers go about meeting the individual needs of each child?"
>
> "How will this program help the child when he goes back to graded school?"
>
> "Will you have the same program every year?"

These reactions were solicited from parents through a questionnaire sent during the last week of the program (See Appendix Y). Ninety-five (95) percent of the parents responded to this evaluation.

Self-evaluation among the participants in the institute was continual inasmuch as the unit teacher assisted with this phase during daily consultations. However, the final form of self-evaluation came at the end of the internship period. Each intern submitted reactions to his skill in individualizing instruction along with a brief analysis of the unit teacher's opinion. (See Appendix W).

Overall Evaluation

Operation Step-Up, as an initial summer program designed for the training of teachers, was successful. Varied and worthwhile techniques were used which enhanced the growth of pupils as well as participants in the institute.

The relationships between pupils from twenty-five (25) schools, five (5) school systems and different racial, ethnic, and cultural groups were commendable. The adjustment of pupils to at least ten teachers during the six weeks period was wholesome.

Objectives of the program were realized. There were a few noticeable changes in pupils attitudes and learning patterns.

The staff of Operation Step-Up was highly professional and a cooperative team approach was in effect throughout the sessions. Because of the short duration of the planning sessions, it was necessary for each person to share in a limited period of unique procedures that may be of help to others. It is highly recommended that the planning sessions be lengthened.

In conclusion it is felt that pupils, parents, participants, staff, and the community felt with pride the success of OPERATION STEP-UP.

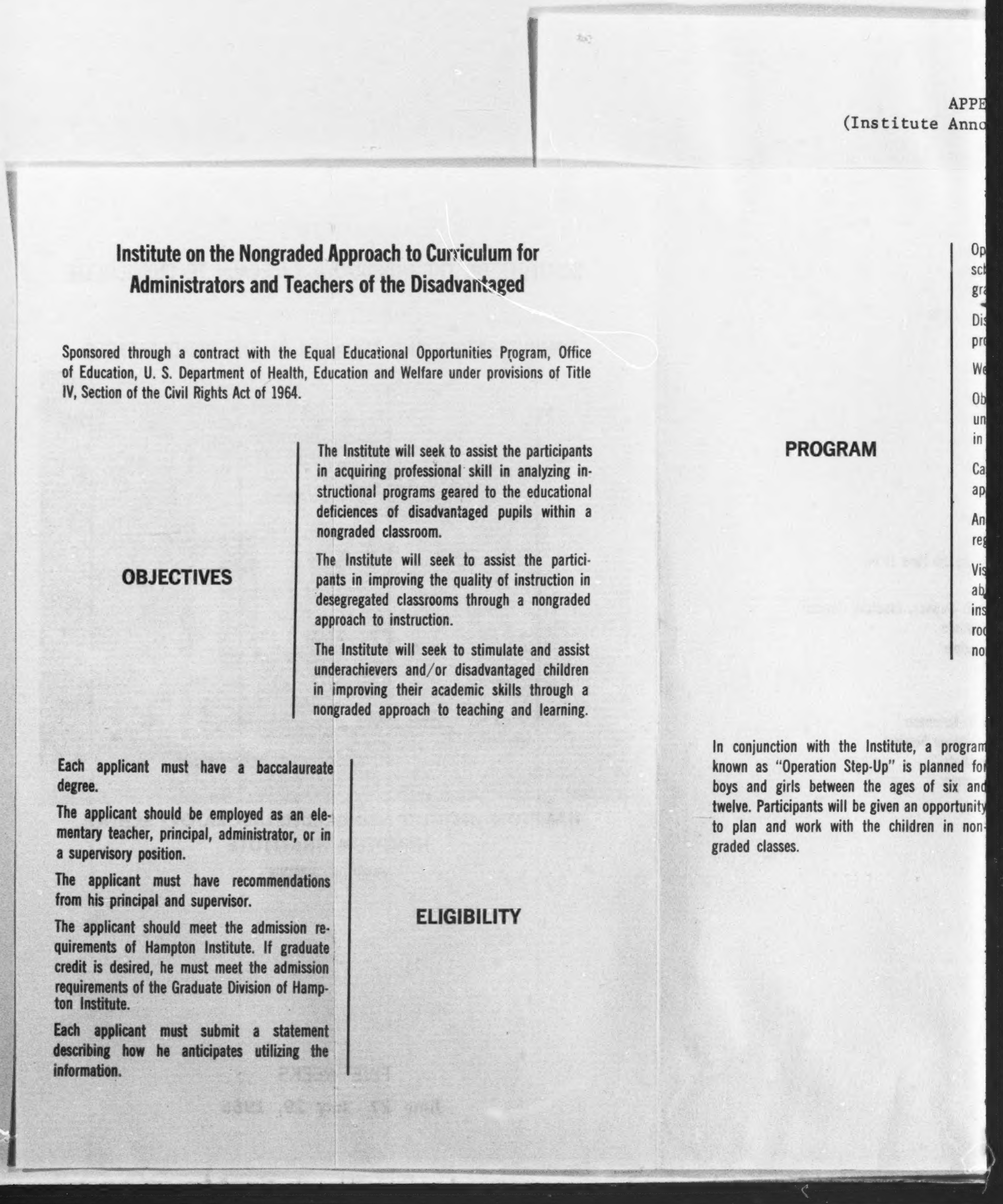
APPENDICES

APPENDIX A
(Institute Announcement Bulletin)

INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM
FOR
ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

HAMPTON INSTITUTE NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

FIVE WEEKS
June 27 - July 29, 1966



APPE
(Instute Anno

Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged

Sponsored through a contract with the Equal Educational Opportunities Program, Office of Education, U. S. Department of Health, Education and Welfare under provisions of Title IV, Section of the Civil Rights Act of 1964.

OBJECTIVES

The Institute will seek to assist the participants in acquiring professional skill in analyzing instructional programs geared to the educational deficiences of disadvantaged pupils within a nongraded classroom.

The Institute will seek to assist the participants in improving the quality of instruction in desegregated classrooms through a nongraded approach to instruction.

The Institute will seek to stimulate and assist underachievers and/or disadvantaged children in improving their academic skills through a nongraded approach to teaching and learning.

ELIGIBILITY

Each applicant must have a baccalaureate degree.

The applicant should be employed as an elementary teacher, principal, administrator, or in a supervisory position.

The applicant must have recommendations from his principal and supervisor.

The applicant should meet the admission requirements of Hampton Institute. If graduate credit is desired, he must meet the admission requirements of the Graduate Division of Hampton Institute.

Each applicant must submit a statement describing how he anticipates utilizing the information.

PROGRAM

Op
sc
gr

Di
pr

We

Ob
un
in

Ca
ap

An
re

Vis
ab
ins
ro
no

In conjunction with the Institute, a program known as "Operation Step-Up" is planned for boys and girls between the ages of six and twelve. Participants will be given an opportunity to plan and work with the children in non-graded classes.

APPENDIX A
(Institute Announcement Bulletin)

PROGRAM

Opportunities for teams from schools or school districts to develop guidelines for nongrading.

Discussions, lectures, seminars, on instructional problems of disadvantaged pupils.

Workshop sessions on individualized instruction.

Observation and participation experience with underachievers and/or disadvantaged children in nongraded classroom situations.

Case studies and lectures on the nongraded approach to school curriculum and organization.

Analysis of instructional problems in desegregated schools.

Visiting consultants and lecturers knowledgeable in the areas of individualized instruction, instructional problems in desegregated classrooms, teaching underachievers, and organizing nongraded schools.

NONGRADED LABORATORY SCHOOL

In conjunction with the Institute, a program known as "Operation Step-Up" is planned for boys and girls between the ages of six and twelve. Participants will be given an opportunity to plan and work with the children in nongraded classes.

SELECTION OF PARTICIPANTS

Top priority w
grated teams f
interested in
graded classes
lems occasione

Priority will be
school or sch
consist of an
officer and two

Consideration
school superint
curriculum con
tary school pr
involved in o
graded approa
problems of t

In accordance with the Civil Rights Act, authorized under Title IV, each participant will receive a stipend of $75.00 per week. In addition, the College will waive charges for all fees. Participants will be expected to pay for housing, food, and textbooks.

The college will provide room and board for a five week period of the Institute, at the cost of $135.00. The campus has no housing facilities for families.

TRAVEL

Participants
tourist rate
Institute by

Top priority will be given to racially integrated teams from a school or school system interested in studying or in organizing nongraded classes to deal with instructional problems occasioned by desegregation.

Priority will be given to a team from the same school or school district. The team should consist of an administrative or supervisory officer and two teachers.

Consideration for admission will be given to school superintendents, directors of instruction, curriculum consultants or supervisors, elementary school principals, and teachers who are involved in or anticipate utilizing the nongraded approach to deal with the learning problems of the disadvantaged.

STIPEND

, author-
ll receive
ition, the
. Partici-
housing,

board for
the cost
using fa-

Participants will be allowed 9¢ per mile, or tourist rate for one round trip to Hampton Institute by public transportation.

APPLICATION FOR ADMISSION

INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM
FOR
ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

1. Name of Applicant (Last—First—Middle Name)

2. Social Security Number ....

3. Are You a Citizen of the U. S.
☐ Yes ☐ No

4. Home Address (Number and Street, City, State and Zip Code No.)

5. Telephone Number
Area Code.........
Home ....
Number..
Office..

6. Name and Type of School in Which You Are Currently Employed
☐ Public ☐ Private

7. Address of School (Number and Street, City, State and Zip Code).

8. Title of Your Position

9. Range of Grades in This School (Indicate grade(s) with which you work)

10. Teaching Experience by End of Current Year	Number of Years	Date From	Date To
A. High School.............................Grade 7 - 12			
B. Elementary School.................Grade 1 - 6			
C. Other (Specify)			

11. Employment Record — List all previous professional experience for the last five (5) years in teaching and work related to teaching. Start with your present position and work back.

12. Name and Address of Employer	Nature of Activity	Date From	Date To

13. Name and Title of Your Principal, Supervisor, and Superintendent

13. a. Address (Number and Street, City, State, and Zip Code No.)

	Name	Title
A.		
B.		
C.		

14. Have two of the above send letters of recommendation

15. Name other individuals who will make up the team from your school or school system

	Name	Position	Home Address
A.			
B.			

16. Professional Training

Name of Institution	Location	Degree	Year of Graduation

16. a. Other Study (Specify)

17. Have you had any experience, or anticipate teaching, in desegregated classrooms?

18. What difficulties, if any, have you encountered in teaching underachievers and/or disadvantaged youth? Describe briefly, and list areas in which you would like assistance.

19. What opportunity will you have to apply the nongraded approach or individualized instruction in your future professional career?

20. Do you wish to apply for graduate credit?

ACADEMIC CREDIT

Pa
Gr
ea
up

Additional information may be obtained
writing or phoning:

Dr. Martha E. Dawson, Institute Director
Hampton Institute
Hampton, Virginia
723-6581, Extension 329

Mrs. Helen H. Holston, Associate Director
Hampton Institute
Hampton, Virginia
723-6581, Extension 391

Dr. Edward C. Kollmann
Director of Summer Session
Hampton Institute
Hampton, Virginia

DEADLINE

D

A
t

upervisor, and Superintendent

13. a. Address (Number and Street, City, State, and Zip Code No.)

Title

of recommendation

ake up the team from your school or school system

Position Home Address

Location Degree Year of Graduation

cipate teaching, in desegregated classrooms?

u encountered in teaching underachievers and/or dis-
and list areas in which you would like assistance.

apply the nongraded approach or individualized instruc-
r?

edit?

ACADEMIC CREDIT

Participants who qualify for admission to the Graduate Division of Hampton Institute may earn six semester hours of graduate credit, upon satisfactory completion of the Institute.

FURTHER INFORMATION

Additional information may be obtained by writing or phoning:

Dr. Martha E. Dawson, Institute Director
Hampton Institute
Hampton, Virginia
723-6581, Extension 329

Mrs. Helen H. Holston, Associate Director
Hampton Institute
Hampton, Virginia
723-6581, Extension 391

Dr. Edward C. Kollmann
Director of Summer Session
Hampton Institute
Hampton, Virginia

DEADLINE

Deadline — June 10, 1966

Applications must be postmarked by this date to guarantee consideration.

APPENDIX B

(Sample of letter accepting applicants)

June 17, 1966

Dear________________________

We are happy to inform you that you have been selected to participate in the Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. Enclosed you will find information relative to your participation. Please read the enclosed information carefully before accepting the grant. Once the grant has been accepted, you will be expected to follow the directives as outlined. If you find it impossible to accept this grant, please call 723-6581, Extension 329 or Extension 391, immediately so that we might select another person from our waiting list.

It is essential that you complete an application for admission to Hampton Institute, if credit is desired, and room reservation forms, if campus housing is desired. Send this material to the Office of the Registrar, Hampton Institute. Since there are just a few days left before the Institute begins, it is imperative that you give attention to the above matters immediately and send your acceptance form to us within three days after receipt of this letter.

Sincerely yours,

S/Martha E. Dawson, Institute Director

S/Helen H. Holston, Associate Director

MED/HHH:mlj

Enclosure

APPENDIX C

(Sample of rejection letter)

June 17, 1966

Dear ______________________,

I should like to take this opportunity to express my sincere appreciation to you for your interest in the Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. This letter is sent in reference to your application for admission to the Institute. There was an overwhelming response to the Institute announcement. There were only thirty scholarships available and as a result the selection committee granted these to those applicants who were highest on the eligibility scale.

I regret to inform you that you were not selected as a participant for the Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. There were many others like you whom the committee felt could make a contribution to teaching and learning in desegregated classrooms but there were not enough grants available. Your name will be placed on our mailing list and you will be informed if a similar Institute will be offered in the future.

For your information I should like to state that in selecting participants for attendance at the Institute this institution does not discriminate on account of sex, race, creed, color, or national origin of an applicant. As stated in the announcement bulletin priority was given to:

> Teams which included an administrator or supervisor.
>
> Applicants who are currently teaching in the basic programs in the grades 1-6.
>
> Applicants recommended by top school administrators as persons who will assume leadership in a school or school system in nongrading and/or desegregating.
>
> Applicants who are seeking solutions to problems occasioned by desegregation.

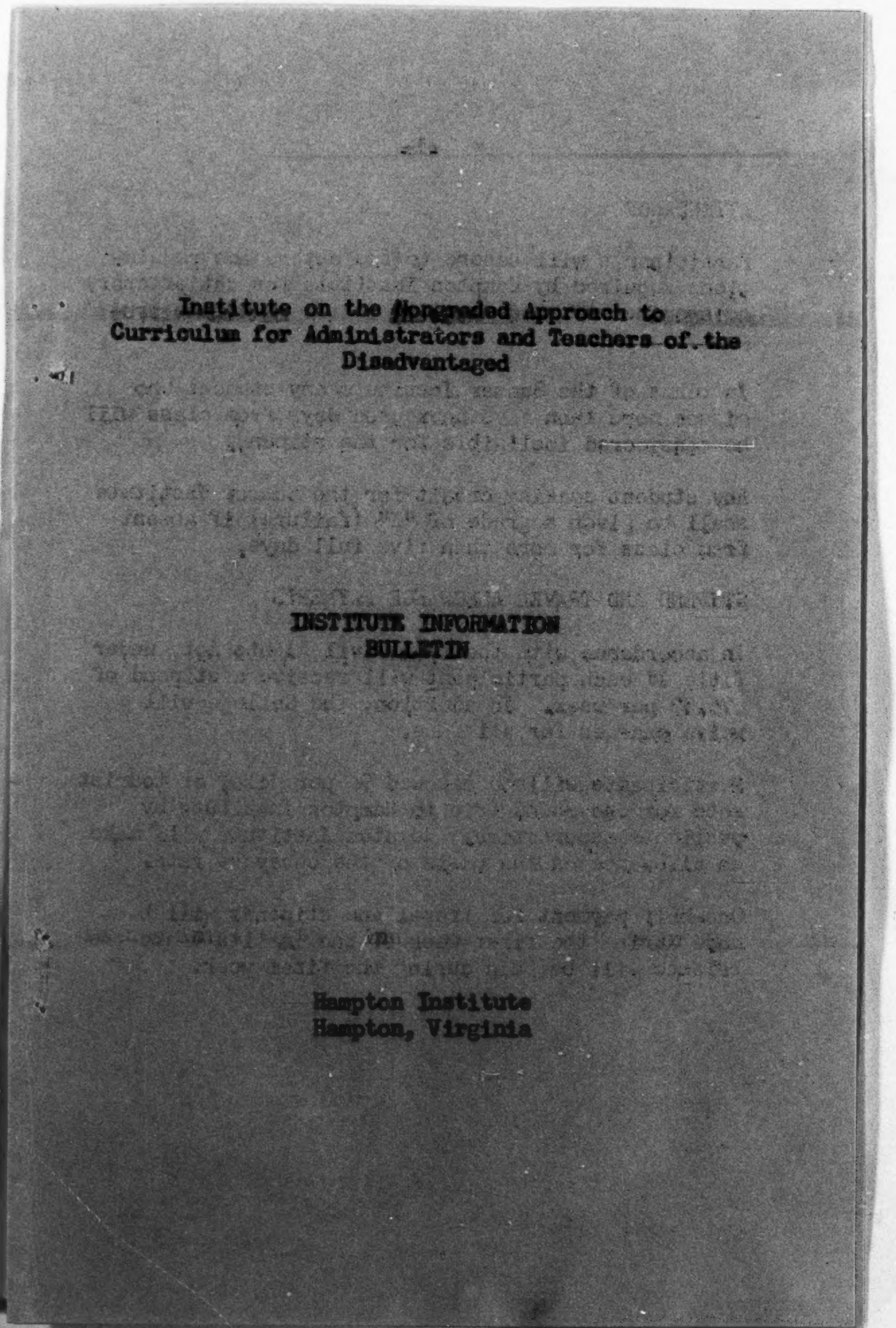
May I again express my sincere gratitude to you for your confidence in Hampton Institute. The college conducts many outstanding programs. Please join us in some program in the near future.

Sincerely,

S/ Martha E. Dawson
Institute Director

APPENDIX D

(Institute Information Bulletin)



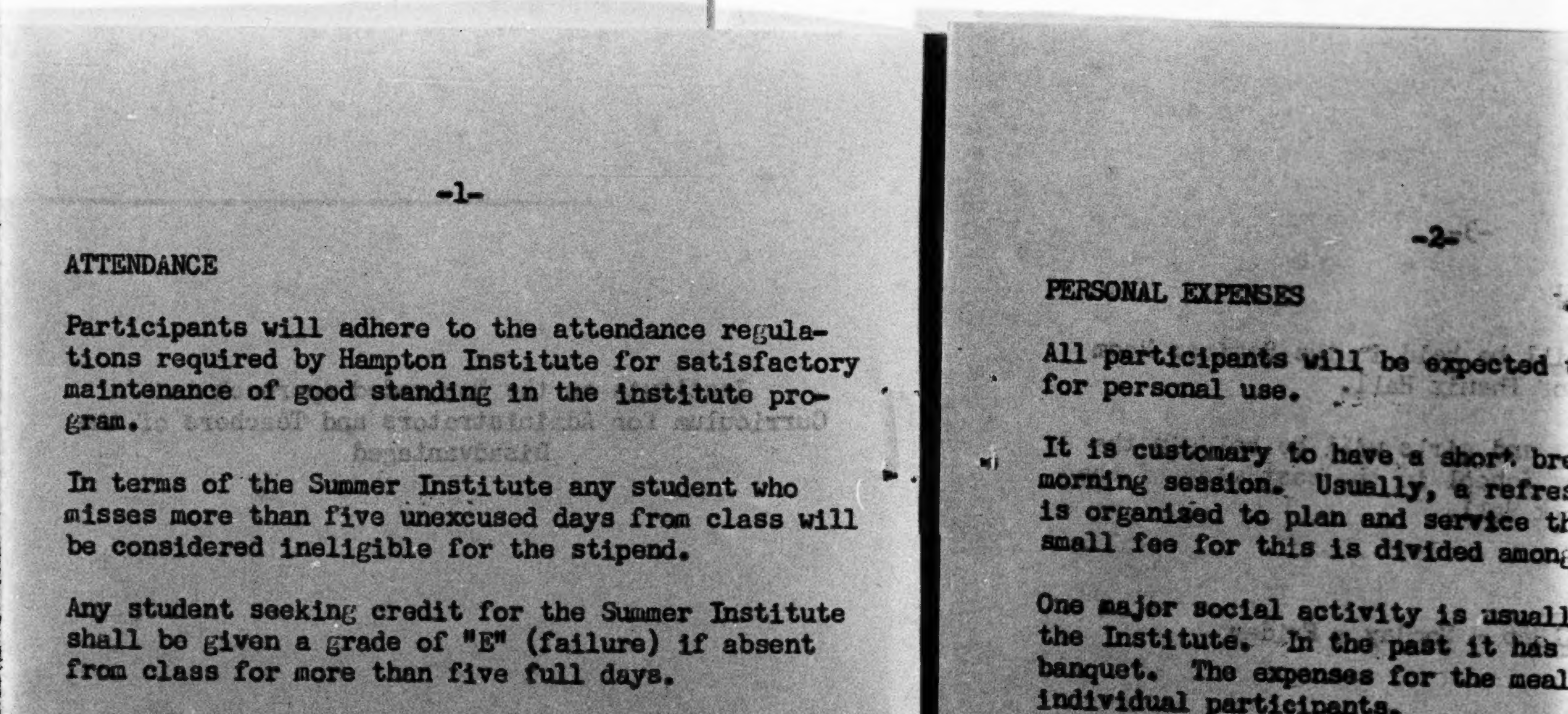
Institute on the Nongraded Approach to
Curriculum for Administrators and Teachers of the
Disadvantaged

INSTITUTE INFORMATION
BULLETIN

Hampton Institute
Hampton, Virginia

APPENDIX D

(Institute Information Bu



ATTENDANCE

Participants will adhere to the attendance regulations required by Hampton Institute for satisfactory maintenance of good standing in the institute program.

In terms of the Summer Institute any student who misses more than five unexcused days from class will be considered ineligible for the stipend.

Any student seeking credit for the Summer Institute shall be given a grade of "E" (failure) if absent from class for more than five full days.

STIPEND AND TRAVEL ALLOWANCE PAYMENTS

In accordance with the 1964 Civil Rights Act, under Title IV each participant will receive a stipend of $75.00 per week. In addition, the College will waive charges for all fees.

Participants will be allowed 9¢ per mile, or tourist rate for one round trip to Hampton Institute by public transportation. Hampton Institute will make an allowance on the basis of the cheapest rate.

One-half payment for travel and stipends will be made during the first week of the institute and the balance will be paid during the final week.

PERSONAL EXPENSES

All participants will be expected
for personal use.

It is customary to have a short bre
morning session. Usually, a refres
is organized to plan and service th
small fee for this is divided among

One major social activity is usuall
the Institute. In the past it has
banquet. The expenses for the meal
individual participants.

Details for the above activities wi
and planned during the first week o

HOUSING

Upon arrival at Hampton Institute e
report immediately to the office of
which he has been assigned. Your a
mailed prior to the opening of the

If you arrive on Sunday, June 26, 1
quested to do so after 8:00 a.m., a
dormitories will be ready for occupa

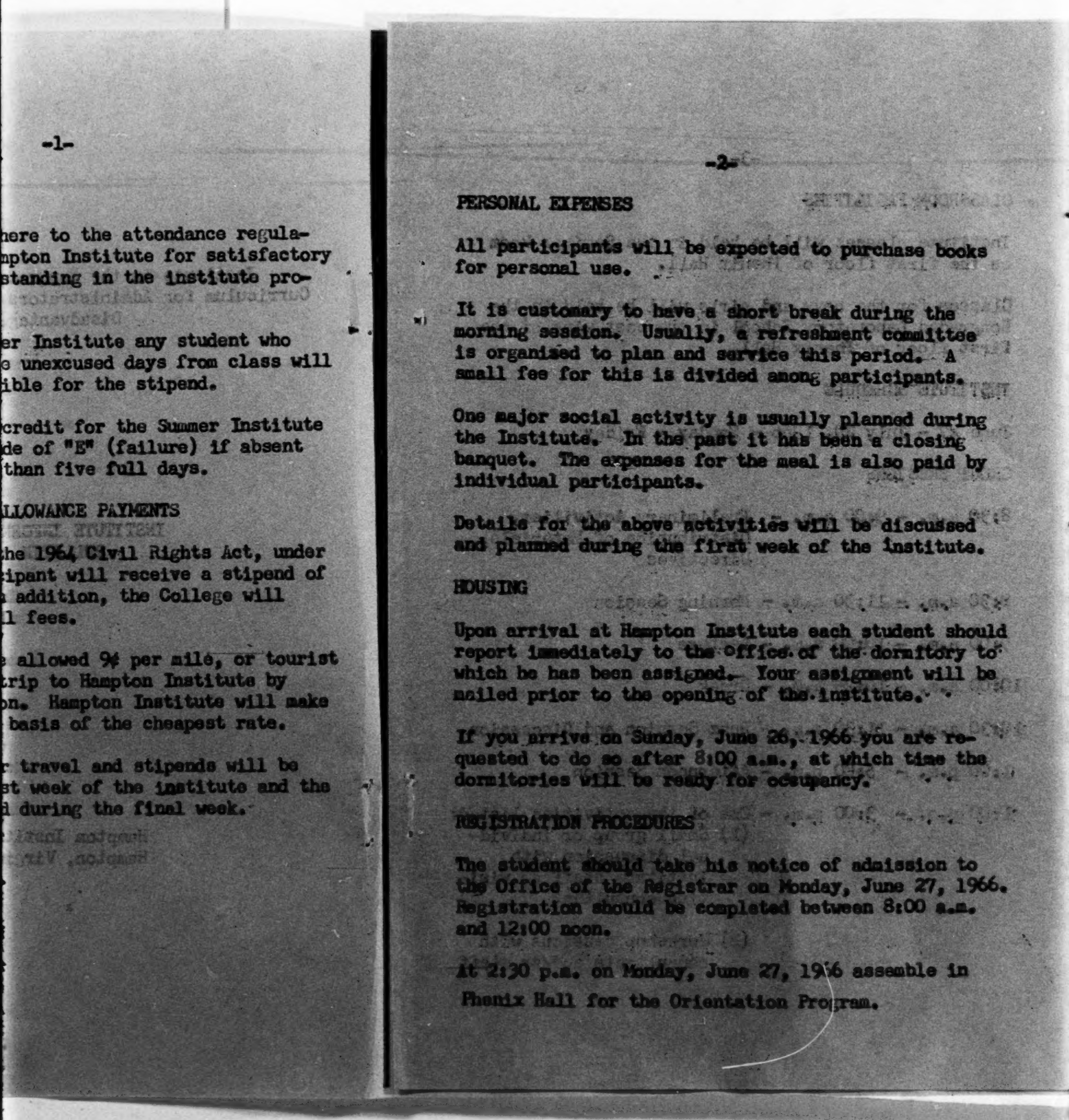
REGISTRATION PROCEDURES

The student should take his notice
the Office of the Registrar on Monda
Registration should be completed be
and 12:00 noon.

At 2:30 p.m. on Monday, June 27, 19
Phenix Hall for the Orientation Pro

APPENDIX D

(Institute Information Bulletin)



-1-

here to the attendance regula-
mpton Institute for satisfactory
standing in the institute pro-

er Institute any student who
e unexcused days from class will
ible for the stipend.

credit for the Summer Institute
de of "E" (failure) if absent
than five full days.

LLOWANCE PAYMENTS

he 1964 Civil Rights Act, under
ipant will receive a stipend of
 addition, the College will
l fees.

 allowed 9¢ per mile, or tourist
trip to Hampton Institute by
on. Hampton Institute will make
 basis of the cheapest rate.

r travel and stipends will be
st week of the institute and the
d during the final week.

-2-

PERSONAL EXPENSES

All participants will be expected to purchase books for personal use.

It is customary to have a short break during the morning session. Usually, a refreshment committee is organized to plan and service this period. A small fee for this is divided among participants.

One major social activity is usually planned during the Institute. In the past it has been a closing banquet. The expenses for the meal is also paid by individual participants.

Details for the above activities will be discussed and planned during the first week of the institute.

HOUSING

Upon arrival at Hampton Institute each student should report immediately to the office of the dormitory to which he has been assigned. Your assignment will be mailed prior to the opening of the institute.

If you arrive on Sunday, June 26, 1966 you are requested to do so after 8:00 a.m., at which time the dormitories will be ready for occupancy.

REGISTRATION PROCEDURES

The student should take his notice of admission to the Office of the Registrar on Monday, June 27, 1966. Registration should be completed between 8:00 a.m. and 12:00 noon.

At 2:30 p.m. on Monday, June 27, 1966 assemble in Phenix Hall for the Orientation Program.

A

(Institute I

CLASSROOM FACILITIES

Institute classes will be held in the Seminar Room on the first floor of Phenix Hall.

Classes for the boys and girls will be held in the Nongraded Laboratory School in the east wing of the first floor of Phenix Hall.

INSTITUTE SCHEDULE

June 27 - July 29, 1966 - Monday - Friday

GROUP SESSIONS

8:30 a.m. - 9:00 a.m. - Preliminary Activities, Distribution of Materials, Directives

8:30 a.m. - 11:30 a.m. - Morning Session

9:00 a.m. - 10:00 a.m. - Lecture

10:00 a.m. - 10:25 a.m. - Break

10:30 a.m. - 11:30 a.m. - Buzz Session and Discussion

1:00 p.m. - 5:00 p.m. - Afternoon Session

1:00 p.m. - 3:00 p.m. - One of the activities listed:

(1) Small group or individual discussion with institute staff or visiting consultant

(2) Workshop sessions with consultants and/or staff

INSTITUTE SCHEDULE co

3:30 p.m. - 5:00 p.m.

INTERN PROGRAM IN NON

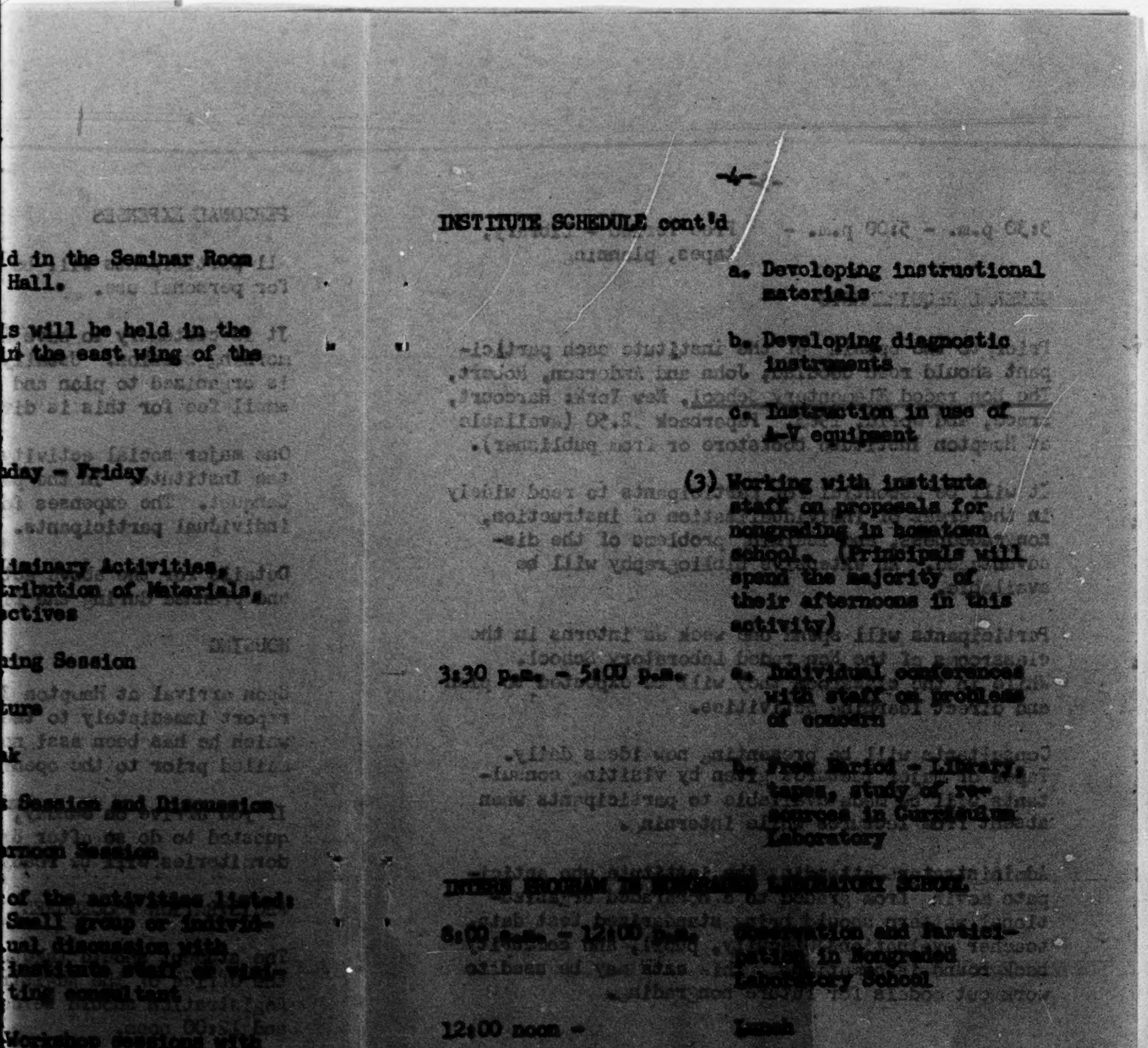
8:00 a.m. - 12:00 p

12:00 noon -

1:00 p.m. - 2:15 p.m.

APPENDIX D

(Institute Information Bulletin)



d in the Seminar Room
Hall.

s will be held in the
in the east wing of the

day - Friday

liminary Activities,
tribution of Materials,
ctives

ning Session

ture

k

Session and Discussion

rnoon Session

of the activities listed:
Small group or individ-
ual discussion with
institute staff or visi-
ting consultant

Workshop sessions with
consultants and/or staff

INSTITUTE SCHEDULE cont'd

a. Developing instructional materials

b. Developing diagnostic instruments

c. Instruction in use of A-V equipment

(3) Working with institute staff on proposals for nongrading in hometown school. (Principals will spend the majority of their afternoons in this activity)

3:30 p.m. - 5:00 p.m.

a. Individual conferences with staff on problems of concern

b. Free Period - Library, tapes, study of resources in Curriculum Laboratory

INTERN PROGRAM IN NONGRADED LABORATORY SCHOOL

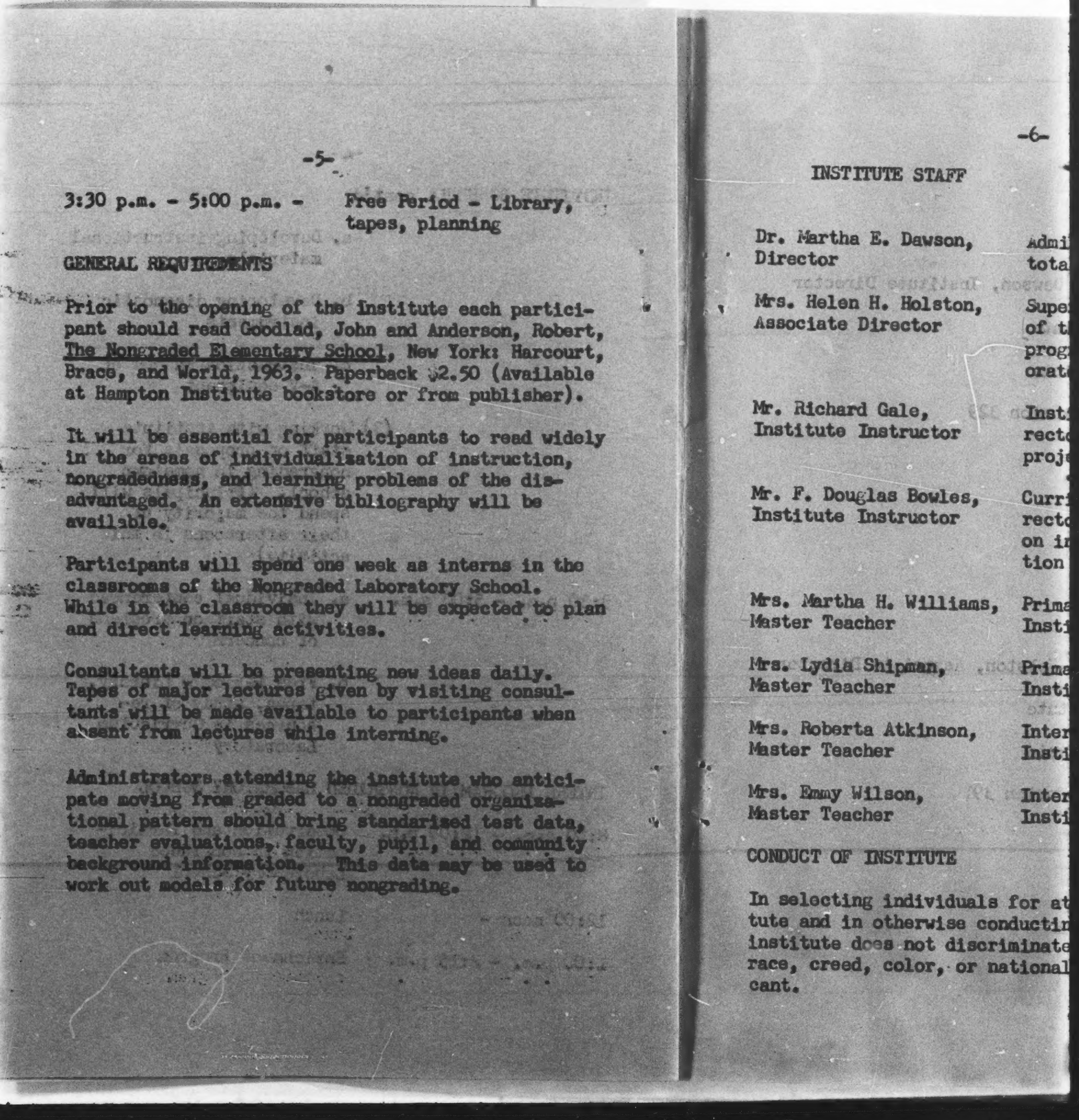
8:00 a.m. - 12:00 p.m. Observation and Participation in Nongraded Laboratory School

12:00 noon - Lunch

1:00 p.m. - 2:15 p.m. Enrichment Program

APPENDIX

(Institute Informati



3:30 p.m. - 5:00 p.m. - Free Period - Library, tapes, planning

GENERAL REQUIREMENTS

Prior to the opening of the Institute each participant should read Goodlad, John and Anderson, Robert, The Nongraded Elementary School, New York: Harcourt, Brace, and World, 1963. Paperback $2.50 (Available at Hampton Institute bookstore or from publisher).

It will be essential for participants to read widely in the areas of individualization of instruction, nongradedness, and learning problems of the disadvantaged. An extensive bibliography will be available.

Participants will spend one week as interns in the classrooms of the Nongraded Laboratory School. While in the classroom they will be expected to plan and direct learning activities.

Consultants will be presenting new ideas daily. Tapes of major lectures given by visiting consultants will be made available to participants when absent from lectures while interning.

Administrators attending the institute who anticipate moving from graded to a nongraded organizational pattern should bring standarized test data, teacher evaluations, faculty, pupil, and community background information. This data may be used to work out models for future nongrading.

INSTITUTE STAFF

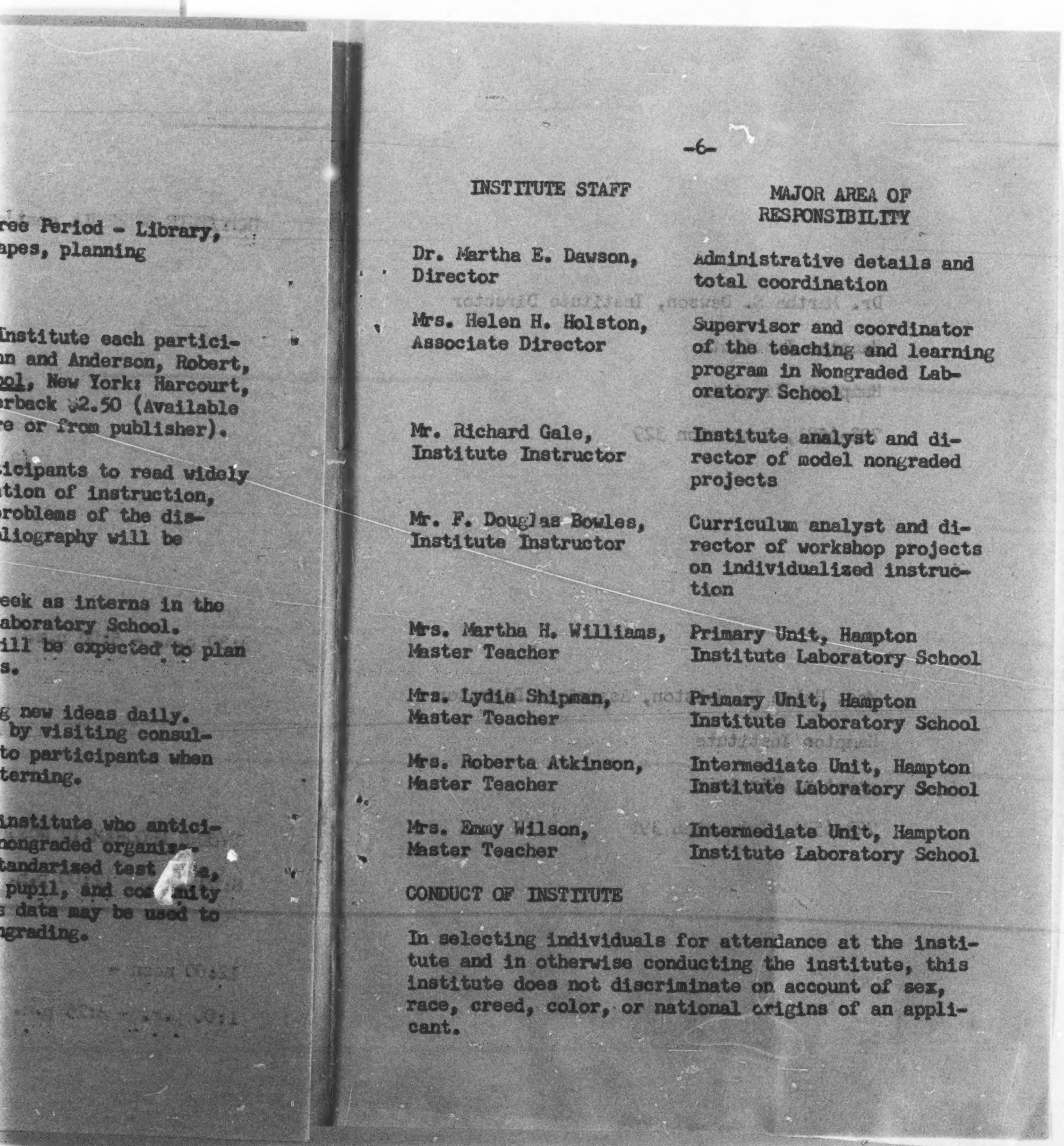
Dr. Martha E. Dawson, Director	Admi tota
Mrs. Helen H. Holston, Associate Director	Supe of t prog orat
Mr. Richard Gale, Institute Instructor	Inst rect proj
Mr. F. Douglas Bowles, Institute Instructor	Curr rect on i tion
Mrs. Martha H. Williams, Master Teacher	Prima Insti
Mrs. Lydia Shipman, Master Teacher	Prima Insti
Mrs. Roberta Atkinson, Master Teacher	Inter Insti
Mrs. Emmy Wilson, Master Teacher	Inter Insti

CONDUCT OF INSTITUTE

In selecting individuals for at
tute and in otherwise conductin
institute does not discriminate
race, creed, color, or national
cant.

APPENDIX D

(Institute Information Bulletin)



ree Period - Library,
apes, planning

Institute each partici-
an and Anderson, Robert,
ool, New York: Harcourt,
rback $2.50 (Available
re or from publisher).

icipants to read widely
ation of instruction,
problems of the dis-
liography will be

eek as interns in the
aboratory School.
ill be expected to plan
s.

g new ideas daily.
by visiting consul-
to participants when
terning.

institute who antici-
ongraded organiz
tandarized test ta,
pupil, and co nity
s data may be used to
ngrading.

INSTITUTE STAFF	MAJOR AREA OF RESPONSIBILITY
Dr. Martha E. Dawson, Director	Administrative details and total coordination
Mrs. Helen H. Holston, Associate Director	Supervisor and coordinator of the teaching and learning program in Nongraded Laboratory School
Mr. Richard Gale, Institute Instructor	Institute analyst and director of model nongraded projects
Mr. F. Douglas Bowles, Institute Instructor	Curriculum analyst and director of workshop projects on individualized instruction
Mrs. Martha H. Williams, Master Teacher	Primary Unit, Hampton Institute Laboratory School
Mrs. Lydia Shipman, Master Teacher	Primary Unit, Hampton Institute Laboratory School
Mrs. Roberta Atkinson, Master Teacher	Intermediate Unit, Hampton Institute Laboratory School
Mrs. Emmy Wilson, Master Teacher	Intermediate Unit, Hampton Institute Laboratory School

CONDUCT OF INSTITUTE

In selecting individuals for attendance at the institute and in otherwise conducting the institute, this institute does not discriminate on account of sex, race, creed, color, or national origins of an applicant.

APPENDIX E

(Sample of letter sent to local school superintendents)

May 18, 1966

Norfolk
Hampton
Newport News
Yorktown
Virginia Beach
James City
Portsmouth
Williamsburg

Dear________________

Hampton Institute has received a contract from the Office of Equal Educational Opportunity of the U. S. Department of Health, Education and Welfare to conduct a summer Institute to deal with problems occasioned by desegregation of public schools. We feel that one sound approach to deal with the wide range of academic abilities found in desegregated classes is the nongraded approach to curriculum and organization. We are, therefore, conducting an Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. We are attempting to award fellowships to a team from a school or school district. In selecting teams, priority will be given to teams composed of individuals who may return to your school district and exert some leadership.

In conjunction with the Institute, we are conducting a program known as "Operation Step-Up" for one hundred boys and girls in the Tidewater community. The program is designed to extend the academic program which they have received during the regular school year. We are especially interested in having children of all racial groups participate in the summer program.

This letter is sent to ask your cooperation in disseminating information relative to the workshop to the schools in your school district. If there are specific persons in your school district whom you should like to recommend to take the workshop, please send the names of such individuals so that they may be placed on a priority list for the selection of the fellowship. Each participant will receive travel expenses and a seventy-five dollar per week stipend. Six hours of graduate credit may be obtained from the Institute.

In selecting children for the summer school program, we should like to give priority to boys and girls from disadvantaged homes who have the potential to achieve but at the present stage of their development are underachieving. We feel that the classroom teacher would know which children could profit most from an exciting summer program. We should therefore like to disseminate information to pupils through the teachers and have them recommend pupils for participation. The boys and girls attending the summer Institute will be expected to return to their assigned school and class in the Fall of 1966.

We should appreciate it if you would grant us permission to circulate the enclosed materials to the schools in your district.

Sincerely yours,

S/Martha E. Dawson, Chairman
Department of Elementary Education

MED/ds

APPENDIX F

(Sample of letter sent to principals and supervisors)

INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM FOR ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

HAMPTON INSTITUTE
HAMPTON, VIRGINIA

Dear Educator:

Educators in their quest for quality education have come to recognize that no school system could have a sound educational structure without a program directed toward individualized instruction. In addition, our goal of a common school for "all the children of all the people" is but like tinkling brass unless the school curriculum makes special provisions for the overwhelming learning problems of boys and girls from disadvantaged homes.

In an effort to assist educators with the great responsibilities stated above, an Institute on the Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged will be offered at Hampton Institute from June 27 to July 30, 1966. The Institute will be supported by a contract from the U. S. Department of Health, Education, and Welfare, under the provision of Public Law 88-352, Title IV, Section 404, The Civil Rights Act of 1964. This letter is sent to invite you to recommend a team of three, composed of administrators and/or supervisors, and teacher(s) from your school system to apply for a grant. Details of the Institute will be forwarded to you.

In conjunction with the Institute, a program known as "Operation Step-Up" is planned for boys and girls between the ages of six and twelve. We invite boys and girls in your school or school district who reside in Newport News, Williamsburg, Yorktown, Norfolk, and Hampton to attend, without cost, the Hampton Institute Nongraded Laboratory School for six weeks beginning June 20 to July 22. We are especially interested in underachievers from disadvantaged homes. Bus service will be available for the pupils from designated locations in the above named communities. Teachers attending the Institute will be given an opportunity to observe and work with these pupils within the classrooms of the Hampton Institute Nongraded Laboratory School.

The "Operation Step-Up" program in the Laboratory School is designed to give the boys and girls in the Tidewater community a summer "booster" which should enable them to make continuous progress when they return to their respective schools in the fall. The program is open to all regardless of sex, race, creed, color, or national origin.

I do hope that you, your colleagues, and the boys and girls will join us in this exciting summer program.

Sincerely yours,

S/Martha E. Dawson, Director
Institute on the Nongraded Approach to
Curriculum for Administrators and Teachers
of the Disadvantaged

APPENDIX G

(Nongraded School Folders)

SUGGESTED READING FOR THE INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM FOR ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

NONGRADED SCHOOLS

1. Aliquippa, Penn., Aliquippa Public Schools
2. Appleton, Wisconsin, Appleton Public Schools
3. Bainbridge, New York, Bainbridge-Guilford Central School
4. Beaverton, Oregon, The C. E. Mason School
5. Beckley, West Virginia, Raleigh County Schools
6. Billing, Montana, Billing Public Schools
7. Burlington, Vermont, The Adams and Ira Allen Schools
8. Chattanooga, Tennessee, Chattanooga Public Schools
9. Cheekowago, New York, North Hill Primary School
10. Cincinatus, New York, Cincinatus Central School
11. Columbia, Missouri, Columbia Public Schools
12. Conf. Wheel-Endicott, Union-Endicott Central School District
13. Dayton, Ohio, Dayton Public Schools
14. Deposit, New York, Deposit Central School District
15. Detroit, Michigan, The Detroit Schools
16. Duluth, Minnesota, Hermantown Elementary School
17. East Williston, New York, East Williston Public Schools
18. Edmonds, Washington, Edmonds School
19. Elmira Heights, New York, Elmira Heights Central School
20. Fairfax, Virginia, Fairfax County School
21. Fon du Lac, Wisconsin, Fon du Lac Public Schools
22. Glen Cove, New York, Glen Cove Public Schools
23. Gorham, New Hampshire, Edward Fenn Elementary School
24. Groton, New York, (Dual Progress) Bainbridge-Guilford Central School
25. Hampton, Virginia, Hampton Institute Laboratory School
26. Handcock, West Virginia, Handcock County School
27. Hastings on Hudson, New York, Hillside Elementary School
28. Hillsboro, Oregon, Hillsboro Elementary School
29. Hookston, Penn., South Side Elementary School
30. Houston, Texas, Spring Branch Independent School District
31. Interlaken, New York, Interlaken Central School-Elementary
32. Ithaca, New York, Ithaca City School District
33. Lake Aswego, Oregon, The Uplands Elementary School
34. Lincoln, Nebraska, Lincoln Public Schools
35. Liverpool, New York, Elmcrest Elementary School
36. Lumberport, West Virginia, Ungraded Primary School
37. Mexico, Missouri, Mexico Public Schools
38. Milford, New Hampshire, Milford Public Schools
39. Milwaukee, Wisconsin, Milwaukee Public Schools
40. Mineola, New York, Mineola Public Schools
41. Muskegon, Michigan, Muskegon Public Schools
42. New Cumerland, West Virginia, Hancock County Schools
43. Niagara Falls, New York, Niagara Falls Elementary School
44. North Hill, North Hill Primary

45. North Syracuse, New York, North Syracuse Central Schools
46. Norwood, New Jersey, Norwood Public Schools
47. Oklahoma City, Oklahoma, Oklahoma City Public Schools
48. Omaha, Nebraska, Prairie Lane School
49. Pasadena, Texas, Pasadena Independent School District
50. Plainedge, New York, Plainedge School District
51. Port Washington, New York, Port Washington Public Schools
52. Reno, Nevada, Washoe County School District
53. Rochester, New York, Amphitheater Public Schools
54. Rochester, New York, Lulu Walker School
55. Rochester, New York, Freeman Clarke School
56. Rock Hill, South Carolina, Winthrop Training School
57. Salem, Oregon, Richmond School
58. Salem, Oregon, Salem Public School
59. Salt Lake City, Utah, William M. Stewart School
60. San Angelo, Texas, San Angelo Public Schools
61. Sheboygan, Wisconsin, Sheboygan Public Schools
62. Seattle, Washington, Shoreline Public Schools
63. Springfield, Oregon, Springfield Public Schools
64. Toronto, Canada, Perth Avenue School
65. University City, Missouri, University City Public Schools
66. Vancouver, Washington, Vancouver School District
67. Vestal, New York, Vestal Central Schools
68. Wadesboro, North Carolina, Wadesboro City Schools
69. Waldwick, New Jersey, Waldwick School
70. White River Jct., Vermont, Hartford Memorial School
71. Youngstown, Ohio, Youngstown Public Schools

APPENDIX H
(List of Periodical Reading)

INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM FOR ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

SUGGESTED READING -- PERIODICAL

Aaron, I. E., "Patterns of Classroom Organization", EDUCATION, 80: 530-2, May, 1960.

Allen, Dwight W., "First Steps in Developing a More Flexible Schedule", BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 46: 34-36, May, 1963.

Anderson, Richard C., "The Case for Non-graded, Homogeneous Grouping", THE ELEMENTARY SCHOOL JOURNAL, 62: 193-97, Jan., 1962.

Anderson, Robert H., "Flexible Scheduling", REVIEW OF EDUCATIONAL RESEARCH, 34: 463-464, Jan., 1962.

Anderson, Robert H., Memorandum on "Growing Literature on School Reorganization", Dec., 1964. (Leaflet mimeographed)

Anderson, Robert H., "Organizational Character of Education: Staff Utilization and Deployment", REVIEW OF EDUCATIONAL RESEARCH, 34: Oct., 1964.

Anderson, R. H., and Goodlad, J. I., "Self-Appraisal in Nongraded Schools: A Survey of Finding and Perceptions, ELEMENTARY SCHOOL JOURNAL, 62: 261-9, Feb., 1962.

Austin, Kent C., "The Ungraded Primary Unit in Public Elementary Schools of the United States", DOCTOR'S THESIS, University of Colorado, 1957.

"Automated Grouping", PHI DELTA KAPPAN, 42: 212-214, Feb., 1961.

Ballew, Sheri, "Melbourne High School", BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 47: 64-68, May, 1963.

Baskin, Samuel, "Experiment in Independent Study", JOURNAL OF EXPERIMENTAL EDUCATION, 31: 183-185, Dec., 1962.

Bearwold, Mark, "Innovations in Learning: Aspen's Answer for 'Slow John' and 'Bright Mary'", EMPIRE MAGAZINE OF THE DENVER POST, Jan., 24, 1965.

Bishop, D. W., "Role of the Local Administrator in Reorganizing Elementary Schools to Test a Semi-Departmentalized Plan", JOURNAL OF EDUCATIONAL SOCIOLOGY, 34: 344-348, April, 1961.

Blake, Howard E., et al., "Here's to Another Way, Creative Ways in Teaching the Language Arts", No. 15. Champaign, 111.: Subcommittee of the Elementary Section Committee of the National Council of Teachers of English, 1957.

Bonhorst, B. A. and Sellers, S. N., "Individual Reading Instruction vs. Basal Textbook Instruction: Some Tentative Explanations", ELEMENTARY ENGLISH, 36: 185-90, March, 1959.

Brinkman, Albert R. "Now It's the Ungraded School", EDUCATION DIGEST, 27: 5-6, Oct., 1961.

Brown, A., "Learning About Individualized Teaching", EDUCATION LEADERSHIP, 16: 346-50, March, 1959.

Brown, B. Frank, "Nongraded School", NATIONAL ASSOCIATION SECONDARY SCHOOL PRINCIPAL BULLETIN, 47: 64-72, May, 1963.

Brown B. Frank, "Nongraded Secondary School", PHI DELTA KAPPAN, 44: 206-9, Feb., 1963.

Brown, B. Frank, "An Answer to Dropouts: The Nongraded School", ATLANTIC MONTHLY, 86-90, Nov., 1964.

Brown, B. Frank., "Educational Roundup", [illegible]ERVIEW, 4: 68-9, June, 1963.

Brown, B. Frank, and Spinning, J. M., "Is Melbourne High School One Step Short of Utopia?" THE NATION'S SCHOOLS, 74: 104, Dec., 1964.

Brown, B. F., "New Design for Individual Learning", JOURNAL OF SECONDARY EDUCATION, 37: 368-375, Oct., 1962.

Brown, B. F., "Nongraded School", BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 47, 64-7, May, 1963.

Brown, B. Frank, "Ungraded High School", OVERVIEW, 2: 61, May, 1961.

Brown, G. E., "Dual Progress Plan in Music Education", MUSIC EDUCATORS, 49: 62, Sept., 1962.

Burns, R. W. and Craik, M. B., "Let's Let the Learner Learn", EDUCATION, 85: 155-7, November, 1964.

Bush, Robert N. and Allen, Dwight W., "Flexible Scheduling", BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 47: 73-9, May, 1963.

Bush, Robert N., "Hand-Made or Machine-Made Schedules?", EDUCATION DIGEST, 30: 18-20, October, 1964.

Bush, Robert N., "A Design in Developing a More Flexible Schedule", BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 46: 30-34, May, 1962.

Carbone, Robert F., "A Comparison of Graded and Nongraded Elementary Schools", THE ELEMENTARY SCHOOL JOURNAL, 62: 82-88, Nov., 1961.

Conroy, Marie R., "Using Individual Reading Materials Instead of Sets of Class Readers", NEW PRACTICES IN READING IN THE ELEMENTARY SCHOOLS, 319ff. Washington, D. C.: 17th Yearbook, Desp, Nea, 1968.

Coxe, R. M. "Strengthening Classroom Instruction in the Social Studies", NATIONAL ELEMENTARY PRINCIPAL, 42: 30-4, May, 1963.

Dawson, Martha E, "A New Look at An Old Idea--The Nongraded Elementary School at Hampton Institute", PIONEER IDEAS IN EDUCATION, Committee Print, Committee on Education and Labor, House of Representatives, Eighty-Seventh Congress, Second Session, Washington, D. C.: U. S. Government Printing Office, Dec., 1962.

Dean, S. E., "Nongraded School", SCHOOL LIFE, 47: 19-23, Dec., 1964.

Di Lorenzo and Salter, R., "Cooperative Research on Nongraded Primary", THE ELEMENTARY SCHOOL JOURNAL, 65: 269-277, Feb., 1965.

Dipasquale, Vincent, C., "The Relation Between Dropouts and the Graded School", PHI DELTA KAPPAN, 46: 130-133, Nov., 1964.

Edwards, P. O., "Individualize Your Basic Reading Program", GRADE TEACHER, 80: 16, Feb., 1963.

Eldred, D. M., and Hillson, M., "Nongraded School and Mental Health", ELEMENTARY SCHOOL JOURNAL, 63: 218-222, Jan., 1963.

Evans, N. Dean, "Individualized Reading--Myths and Facts", EDUCATION DIGEST, 28: 49-51, Dec., 1962.

Ferguson, D. A., and Neff, N., "Nongraded School Administer to the Dull-Normal Child," SCHOOL AND COMMUNITY, 47: 16-17, Oct., 1960.

Filbin, R. L., "Continuous Progress for All: Implications for the High School," AMERICAN SCHOOL BOARD JOURNAL, Vol. 143, 11-14, Oct., 1961.

Fleming, R. S. and others., "Reactions to the Dual Progress Plan," EDUCATIONAL LEADERSHIP, Vol. 18, 92-95, Oct., 1963.

Forbes, M. M., "So How is Audiovisual Different in a Nongraded School", AUDIOVISUAL INSTRUCTION, 8: 578-9, Oct., 1963.

Gilbert, Jerome H., "Tesla School Breaks the Lock Step Nongraded Classrooms", THE ELEMENTARY SCHOOL JOURNAL, 64: 306-9, March, 1964.

Goodlad, John I., "Englewood Project", ELEMENTARY SCHOOL JOURNAL, 59: 3-11, Oct., 1958.

Golber, Leonard M., Grade Level Tests", EDUCATION DIGEST, 27: 22-4, May, 1962.

Goodlad, John I., Inadequacy of Graded Organization", EDUCATION DIGEST, 28: 8-10, May, 1963.

Goodlad, John I., "Levels Plan", ELEMENTARY SCHOOL JOURNAL, 59: 15-17, Oct., 1958.

Goodlad, John I., "Promising Practices in Nongraded Schools", EDUCATION DIGEST, 27: 8-10, Oct., 1961.

Goodlad, John I., "Self-Appraisal in Nongraded Schools: A Survey of Findings Perceptions", THE ELEMENTARY SCHOOL JOURNAL, 62: 261-69.

Goodlad, John I., "Three Dimensions in Organizing the Curriculum for Learning and Teaching", FRONTIERS OF ELEMENTARY EDUCATION, Vol. 111, (Edited by Vincent J. Glennon), pp. 11-12. Syracuse: Syracuse University Press, 1956.

Goodlad, John I., "What About Nongrading Our Schools?:, INSTRUCTOR, 70: 6-, May, 1961.

Gore, L., "Nongraded Primary Unit", SCHOOL LIFE", 44: 9-12, March, 1962.

Gran, E. E., "Why Not An Ungraded Intermediate Program?", (Douglas School at Ellsworth Air Force Base), INSTRUCTOR, 72: 48-, Jan., 1963.

Herrick, Virgil E., "Curriculum Decisions and Provisions for Individual Differences", THE ELEMENTARY SCHOOL JOURNAL, 62: 313-20, Mar., 1962.

Hillson, Maurice and Eldred, Donald M., "The Nongraded School and Mental Health", THE ELEMENTARY SCHOOL JOURNAL, 63: 218-22, Jan., 1963.

Hull, J. H. "Multigrade Teaching", EDUCATION DIGEST, : 5-8, Oct., 1958.

Hunt, L. C., Jr., "Individualized Reading: Teaching Skills", EDUCATION, 81: 541-6, May, 1961.

Ingram, Vivien, "Flint Evaluates Its Primary Cycle", THE ELEMENTARY SCHOOL JOURNAL, 61: 76-80, Nov., 1960.

Ivey, D. L., "Nongraded English Program", THE ENGLISH JOURNAL, 54: 115-117, Feb., 1965.

Kaufman, Burt and Bethune, Paul, "Nova High, Space Age School", PHI DELTA KAPPAN, 46: 9-10, Sept., 1964.

Kauth, P., and Brown, B. F., "Nongraded High School in Melbourne Florida", NATIONAL ASSOCIATION SECONDARY SCHOOL PRINCIPALS BULLETIN, 46: 127-34, Jan., 1962.

Kelly, Florence C., "The Primary School In Milwaukee", CHILDHOOD EDUCATION, 24: 236-238, 1948.

Kelly, F. C., "Ungraded Primary School", EDUCATIONAL LEADERSHIP, 18: 79-81, Nov., 1960.

Krumboltz, John D., "Needed Research in Programed Instruction", 21: 30-33, Oct., 1963.

Lee, J. Murray, "Elementary Education: 1985", EDUCATION DIGEST, 26: 26-28, Oct., 1960.

Lamers, W. M., "Milwaukee's Ungraded Primary Plan", AMERICAN SCHOOL BOARD JOURNAL, 145: 11-13, Nov., 1962.

Langer, Howard, "Melbourne: Ungraded High", SCHOLASTIC TEACHER, 38: 18-19, Oct., 1963.

Lawhead, V. B., "Working with Learners for Integration and Continuity", EDUCATION LEADERSHIP, 16: 287-91, Feb., 1959.

Mersand, J., "Role of the Department Head in Providing for Individualization of Instruction", HIGH SCHOOL JOURNAL, 42: 278-84, April, 1959.

Miel, Alice, ed., INDIVIDUALIZING READING PRACTICES. New York: Bureau of Publication, Teachers College, Columbia University, 1958.

Moscow, D. H., Individualizing Instruction with Paperbacks", NEA JOURNAL, 53: 21-2, April, 1964.

Muessig, Raymond H., "Average, A Word I've Stopped Using", THE ELEMENTARY SCHOOL JOURNAL, 62: 189-92, Jan., 1962.

Nelson, O. F., "Meeting Individual Differences in the Classroom", HIGH SCHOOL JOURNAL, 42: 259-62, April, 1959.

O'Connor, L. Y., "Individualized Instruction in Reading", INSTRUCTOR, 73: 122-3, Sept., 1963.

Parker, D. H., "When Should I Individualize Instruction?", GRADE TEACHER, 79: 66-7, April, 1962.

Perkins, H. V., "Nongraded Programs: What Progress?", EDUCATION LEADERSHIP, 19: 166-9, Dec., 1961.

Peters, K. L., "Achievement Levels are a Comfortable Half Step to a Nongraded Plan", NATION'S SCHOOL, 74: 32-33, July, 1964.

Peterson, D. L., "Non-Graded High School", SCHOOL AND COMMUNITY, 49: 20-1, Sept., 1962.

Riessman, Frank, "Programs for the Educationally Disadvantaged", EDUCATION DIGEST, 29: 12-15, November, 1963.

Rollins, Sidney P., "Automated Grouping", PHI DELTA KAPPAN, 42: 212-14, Feb., 1961.

Rollins, Sidney P., "High School Where No One Fails", SCHOOL MANAGEMENT, 5: 77-79, May, 1962.

Rollins, Sidney P., "Ungraded High Schools: Why Those Who Like Them Love Them", NATION'S SCHOOL, 73: 110-, April, 1964.

Roff, R., "Grouping and Individualizing in the Elementary Classroom", EDUCATION LEADERSHIP, 15: 171-, Dec., 1957.

Sister Mary Alice, R. S. M., "Administration of the Non-Graded School", THE ELEMENTARY SCHOOL JOURNAL, 61: 148-52, 362, Dec., 1960.

Sister Josephine, "Student Reaction to the Ungraded Primary", PEABODY JOURNAL OF EDUCATION, 40: 291-295, March, 1963.

Skapski, Mary King, "Ungraded Primary Reading Program", EDUCATION DIGEST, 26: 45-7, Jan., 1961.

Skapski, M. K., "Ungraded Primary Reading Program: An Objective Evaluation", ELEMENTARY SCHOOL JOURNAL., 61: 41-45, Oct., 1960.

Smith, L., "Continuous Progress Plan", CHILDHOOD EDUCATION, 37: 320-3, March, 1961.

Smith, N. B., "Individualized Instruction: Concept Old and New", EDUCATION, 81: 527-9, May, 1961.

Stendler, C. B., "Grouping Practices", EDUCATION DIGEST, 26: 20-24, March, 1961.

Stoddard, G. D., "Dual Progress Plan in Elementary Education", EDUCATIONAL FORUM, 25: 271-276, March, 1961.

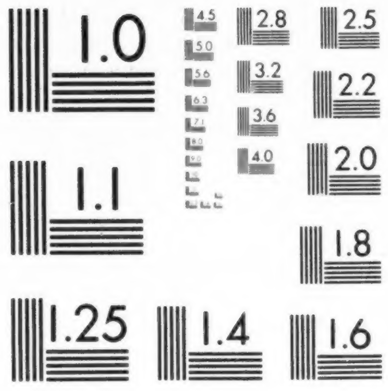
Staiger, R. C., "Some Aspects of Individualized Reading", EDUCATION, 80: 527-9, May, 1960.

Stauffer, Russell G., "Individualized and Group-type Reading Instruction", EDUCATION DIGEST, 26: 44-46, Dec., 1960.

Topics of Current Interest: Continuous Progress Primary", EDUCATION, 84: 313, Jan., 1964.

3 OF 3

ED
056 120


1.0
4.5
5.0
5.6
6.3
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

APPENDIX I

(List of books for participants)

SUGGESTED READINGS FOR THE INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM FOR ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

BOOKS AND BULLETINS

Abraham, Willard. *A Time for Teaching*. New York: Harper and Row, 1965.

American Association of School Administrators. *A Climate for Individuality*. Washington, D. C.: American Association of School Administrators, 1965.

Anderson and Goodlad. *The Nongraded Elementary School*. New York: Harcourt, Brace, and World Inc., 1963.

Association of College and Secondary Schools. *Improving the Academic Performance of Negro Students*.

Barbe, Walter. *Personalized Reading Instruction*. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1961.

Beck and Saxe. *Teaching the Culturally Disadvantaged Pupil*. Illinois: Charles C. Thomas Publishing Co., 1965.

Bloom, Benjamin S. *Compensatory Education for Cultural Deprivation*. New York: Holt, Rinehart, and Winston, 1965.

Bloom, Benjamin S. *Stability and Change in Human Characteristics*. New York: John Wiley and Sons Inc., 1964.

Bloom, Benjamin S. *Taxonomy of Educational Objectives*. New York: David McKay Co., Inc., 1964.

Board of Education, New York. *Skillful Teaching Practices in the Elementary Schools*. New York: Board of Education of the City of New York, 1962.

Bontemps, Arna. *Famous Negro Athletes: Famous Biographies for Young People*. New York: Dodd Publications, 1966.

Brown, B. Frank. *The Appropriate Placement School: A Sophisticated Nongraded Curriculum*. West Nyack, New York: Parker Publishing Co., Inc., 1965.

Brown, B. Frank. *The Nongraded High School*. New Jersey: Prentice Hall Inc., 1963.

Brown, Roger. Words and Things. New York: The Free Press, 1958.

Bruner, Jerome. Toward a Theory of Instruction. Mass.: The Belknap Press, 1966.

Bruner, Jerome. The Process of Education. Cambridge: Harvard University Press, 1960.

Conant, James B. Slums and Suburbs. New York: The New American Library.

Corey, Stephen. Helping Other People Change. Ohio: Ohio State University Press, 1963.

Crosby, Muriel. Curriculum Development. Boston: D. C. Heath and Co., 1964.

Darrow and Van Allen. Independent Activities for Creative Learning. New York: Bureau of Publications, Columbia University.

Davis, David C. Patterns of Primary Education. New York: Harper and Row, 1965.

Dean, Stuart E. Non-graded Schools. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1961.

DeBoer, The Teaching of Reading. New York: Henry Holt and Co., Inc., 1960.

Downing, John. The Initial Teaching Alphabet. New York: MacMillan Co., 1962.

Dufay, B. Frank. Ungrading the Elementary School. West Nyack, New York: Parker Publishing Company, Inc., 1966.

Dufay, Frank R. The Development of Procedures for the Implementation of the Non-graded Primary School.

Dunfee, Maxine. Social Studies Through Problem Solving. New York: Holt, Rinehart, and Winston, Inc., 1966.

Department of Elementary Nursery Education. Prevention of Failure. Washington, D. C.: Publication, Department of Elementary Nursery Education, 1965.

Dexter, Lewis A. The Tyranny of Schooling. New York: Basic Books Inc., 1964.

Durham and Jones. The Negro Cowboys. New York: Dodd Publications, 1965.

Education Policies Commission. Contemporary Issues in Elementary Education. Washington, D. C.: National Education Association, 1961.

Fleming, Robert. *Curriculum for Today's Boys and Girls*. Colombus, Ohio: Charles Merrill Books Inc., 1964.

Garrett, Henry E. *The Art of Good Teaching*. New York: David McKay Co., Inc., 1964.

Getzels, Jacob. *Creativity and Intelligence*. New York: John Wiley and Sons Inc., 1962.

Glennon, Vincent J. *Frontiers of Elementary Education*, New York: Syracuse University Press, 1955.

Goodlad, John I. *Planning and Organizing for Teaching, A Volume of the Project On Instruction*. Washington: National Education Association, 1963.

Goodlad, John I. *Some Propositions in Search of Schools*. Washington: National Educational Education Association, 1962.

Goodlad, John I. *The School and Curriculum Organization*. Mass.: Blaisdell Publishing Co., 1966.

Goodlad, John I. *School Curriculum Reform in the United States*. New York: The Fund for the Advancement of Education, 1964.

Goodman, Paul. *Compulsory Mis-Education*. New York: Horizon Press, 1964.

Harris, Irving D. *Emotional Blocks to Learning*. Glencove, New York: The Free Press of Glencove, 1961.

Hillson, Maurie. *Change and Innovation in Elementary School Organization*. New York: Holt, Rinehart, and Winston, 1966.

Holt, John. *How Children Fail*. New York: Pitman, 1964.

Jenkins, Gladys G. *Helping Children Reach Their Potential*. Chicago: Scott Foresman Co., 1961.

Joyce, Bruce. *Strategies for Elementary Social Science Education*. Chicago: University of Chicago, 1965.

Kenworthy, Leonard. *Introducing Children to the World: In Elementary and Junior High Schools*. New York: Harper and Row.

Long Beach Unified School District. *A Guide to Selective Reading*. Long Beach, Calif.: Publication Office of Curriculum Development Division of Instruction, 1964.

Mackintosh, Helen K., Lillian, Gore and Gertrude M. Lewis. *Educating Disadvantaged Children in the Middle Grades*. Washington: U. S. Government Printing Office, 1965.

Manning, Duane. *The Qualitative Elementary School: Curriculum*. New York: Harper and Row, 1963.

Marshall, Sybil. *An Experiment in Education*. New York: Cambridge University, 1963.

McQueen, Mildred. *Does the Non-graded Plan Provide for Better Teaching and Learning? Research Report*. Chicago: Science Research Associates Inc.

Milwaukee Public Schools, *Questions That Help in the Development of Reading Skills and Abilities: A Guide for Elementary Teachers*. Milwaukee, Wisconsin: Milwaukee, Wisconsin Public Schools, 1965.

National Education Association. *Problems In Perspective*. Washington, D. C.: Publication Project: Time to Teach, 1965.

National Society for Study of Education. *Individualizing Instruction*. Chicago, Illinois: University of Chicago Press, 1962.

NEA Project on Instruction. *Planning and Organization for Teaching*. Washington, D. C.: McGraw Hill Book, 1963.

Neill, Alexander S. *Summerhill*. New York: Hart Publishing Co., 1960.

New York University. *A Non-graded Level Sequence in Elementary Mathematics*. New York: New York University School of Education, July 15, 1960.

Rasmussen, Margaret. (Association for Childhood Education International). *Toward Effective Grouping*. Washington, D. C.: 1962.

Reismann, Frank. *The Culturally Deprived Child*. New York: Harper and Row.

Roberts, George M. *Case Studies of Two Non-graded Elementary School Programs*. June, 1964.

Roglin, Lawrence. *Education: A Way Out of Poverty*. New York: McGraw Hill Book Co.

Ross, David P. *Great Negroes Past and Present*. Afro American Publishing Co., 1964.

Smith, Nila B. *Reading Instruction For Today's Children*. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1963.

Spache, George. *Reading In the Elementary School*. Boston: Allyn and Bacon Inc., 1964.

Strom, Robert D. *The Inner City Classroom: Teacher Behaviors*. Ohio: Charles E. Merrill Books Inc., 1966.

Thomas, Murray and Shirley. Individual Differences in the Classroom. New York: D. McKay Co., Inc., 1965.

UNESCO. 700 Science Experiments for Everyone. New York: Doubleday and Co., Inc., 1962.

U. S. Department of Health, Education and Welfare. The Impact of Urbanization on Education. Washington, D. C.: Publication, U. S. Government Printing Office, 1961.

U. S. Department of Education. Elementary School Administration and Organization. Washington, D. C.: Publication, U. S. Government Printing Office, 1961.

Va. Teachers Association. Cultural Behavior and Juvenile Decency for Students. Richmond, Virginia: Publication, Virginia Teachers Association.

Veatch, Jeannette. Individualizing Your Reading Program. New York: G. P. Putnam, 1959.

Vite, Irene. High Interest, Low Level Reading Books for Slow Readers. Brooklyn, New York: Brooklyn College.

Weinberg, Meyer. Learning Together: A Book on Integrated Education. Chicago: Publication Integrated Education Associates, 1965.

Weinberg, Meyer. Research on School Desegregation. Chicago: Publication, Integrated Education Associates, 1965.

White, Verna. Studying the Individual Pupil. New York: Harper and Row.

APPENDIX J

CONSULTANT'S SUMMARY

Institute on the Nongraded Approach to Curriculum

When the Institute is over we should like to have the highlights of your work with the group in the Institute Profile. Would you kindly write a brief summary of some of the most significant points which you feel would be of value to the participants as they return to their teaching positions. If you feel that there are references of special value, please list these.

APPENDIX K
(Participants Weekly Summary)

Institute on the Nongraded Approach
to Curriculum for Administrators
and Teachers of the Disadvantaged

PARTICIPANTS WEEKLY SUMMARY

NAME__________________________________WEEK________________

I. CONSULTANTS

Using the scale below please suggest the degree of success with which you consider the consultant dealt with the topic.

(1) EXCELLENT (2) VERY GOOD (3) GOOD

(4) SATISFACTORY (5) POOR

Consultant______________________________1 2 3 4 5
Name

Consultant______________________________1 2 3 4 5
Name

Consultant______________________________1 2 3 4 5
Name

Consultant______________________________1 2 3 4 5
Name

II. UNDERSTANDINGS

From your total experiences during this week please list below statements which reflect an increase in your understanding of:

The nongraded approach to the organization of the curriculum

Approaches to individualized instruction

Teaching the educationally and/or economically disadvantaged

Problems occasioned by desegregation

III. ATTITUDE CHANGES

Have there been any changes in your perceptions or feeling toward people as a result of your experiences this week?

____

____

____

____

____

____

____

____

IV. SUGGESTIONS

Indicate below suggestions for the success of our workshop and/or particular topics you would like to have considered.

____

____

____

____

____

____

____

APPENDIX L

(Weekly Team Evaluation)

Institute on the Nongraded Approach
to Curriculum for Administrators
and Teachers of the Disadvantaged

WEEKLY TEAM EVALUATION

NAMES__________________________________LOCATION____________________

WEEK OF ______________________________

FUTURE IMPLEMENTATION:

List ideas presented which you feel would be of value and practical for your school or school district.

PROBLEMS TO IMPLEMENTATION:

What problems, if any, do you anticipate having if an attempt is made to put the ideas above into action?

FUTURE ASSISTANCE:

Do you feel there would be need for assistance from others outside of your community? If so, state the type of service you feel will be needed.

APPENDIX M

(General Evaluation)

HAMPTON INSTITUTE
HAMPTON, VIRGINIA

Institute on the Nongraded Approach to
Curriculum for Administrators and Teachers
of the Disadvantaged

General Evaluation

Note: Your reaction to the Institute will be invaluable in helping us to plan and improve future institutes. Please feel free to express yourself. It is not necessary for you to sign your name.

1. As a result of your experiences in the Institute has there been any change in your understanding of persons of another racial group?

   Yes ____________ No __________

2. If you checked yes for number one briefly describe your past and present understanding

   Past Present

3. Prior to this Institute, did you have some concerns as to how teachers and pupils of different races would adjust in desegregated classes.

   Yes ______________ No ___________

4. Briefly describe your attitude prior to the Institute in regards to the desegregation of staff and pupils?

5. Has your thinking changed as a result of your experiences in this Institute?

Yes ____________ No ___________

6. If yes, describe your present thinking in terms of:

(a) Your teaching in and/or administering a desegregated school

(b) The teaching and learning problems of Negro pupils

(c) The teaching and learning problems of white pupils

(d) The professional skills of white educators

(e) The professional skills of Negro educators

7. What advantages, if any, do you think the nongraded approach to curriculum has over conventional organizational patterns for meeting the needs of:

   (a) Pupils who are educationally disadvantaged

   (b) Negro pupils in desegregated classrooms

   (c) White pupils in desegregated classrooms

8. Permanent Staff

   Please rate the staff in terms of their contribution to the Institute. Write the number in the column which best describes the instructor's rating on the traits listed:

Traits	Bowles	Dawson	Holston	Gale
(a) Concerned with the problems of the group and/or individual participants 1. Greatly concerned 2. Average concern 3. Mildly concerned				
(b) Relationship with the group and/or individual participants 1. Excellent 2. Good 3. Fair 4. Poor				
(c) Assistance in guiding action projects 1. Excellent 2. Good 3. Fair 4. Poor				

Traits	Bowles	Dawson	Holston	Gale
(d) Assistance in guiding on-going activities				
1. Excellent				
2. Good				
3. Fair				
4. Poor				
(e) Assistance in guiding intern activities				
1. Excellent				
2. Good				
3. Fair				
4. Poor				
(f) Quality of teaching				
1. Excellent				
2. Good				
3. Fair				
4. Poor				

		Staff		
Traits	Atkinson	Shipman	Williams	Wilson
(a) Concerned with the problems of the group and/or individual participants				
1. Greatly concerned				
2. Average concern				
3. Mildly concerned				
(b) Relationship with the group and/or individual participants				
1. Excellent				
2. Good				
3. Fair				
4. Poor				
(c) Assistance in guiding action projects				
1. Excellent				
2. Good				
3. Fair				
4. Poor				
(d) Assistance in guiding on-going activities				
1. Excellent				
2. Good				
3. Fair				
4. Poor				

Traits cont'd

	Atkinson	Shipman	Williams	Wilson
(e) Assistance in guiding intern activities				
1. Excellent				
2. Good				
3. Fair				
4. Poor				
(f) Quality of teaching				
1. Excellent				
2. Good				
3. Fair				
4. Poor				

In your opinion what were the special strengths and weaknesses of the staff

Staff	Special Strengths	Special Weakness
Atkinson		
Bowles		
Dawson		
Gale		
Holston		
Shipman		
Williams		
Wilson		

Instructional Aids and Facilities

9. Circle the word that best describes the availability of instructional aids

The instructional aids available were:

Numerous Adequate Inadequate Limited

In relation to the areas of concern the instructional aids were:

Most Valuable Valuable Average Poor

Comment (If any)

10. The facilities for the Institute were:

Excellent Good Fair Poor

Comments (If any)

Organization and Administration

11. Rate this Institute in comparison with other institutes, workshops, in-service and graduate courses in which you have enrolled. Check the statement which best describes this Institute.

I've learned:

____________ 1. less from this institute than from any other

____________ 2. less than the average course

____________ 3. about as much as the average course

____________ 4. more than in the average course

____________ 5. more than in any other course

Comments (If any)

12. What do you consider the most valuable experience of the Institute?

13. What do you consider the least valuable experience of the Institute?

14. What suggestions do you have for future institutes?

APPENDIX N
(ANNOUNCING Operation Step-Up)

ANNOUNCING

OPERATION STEP-UP

A NONGRADED SUMMER INSTITUTE

For

BOYS AND GIRLS AGES 6-12

At

Hampton Institute Nongraded Laboratory School

Hampton Institute

Hampton, Virginia

- A summer booster for children who are underachieving but have the ability to improve.
- Designed as a service to the community. (Children who participate will be expected to return to their assigned school and grade in the fall).
- Total program free to all children regardless of race, color, creed or national origin.

- Total program free to all children regardless of race, color, creed or national origin.
- Bus transportation for school children in Hampton, Newport News, Norfolk, Williamsburg, and York County.
- Designed to broaden the experiences of the pupils and to booster skills.
- Instruction in individualized reading, language arts, social living, mathematics, and recreation.
- Individualized attention.
- Special enrichment and cultural activities.
- SCHOOL CALENDAR

Six-week — June 20 to July 30
Monday - Friday — 8:30 A.M. - 2:15 P.M.

Sponsored under a contract from the U. S. Department of Health, Education, and Welfare, Office of Equal Educational Opportunity, Public Law, 88-352, Title IV, Section 607, The Civil Rights Act of 1964.

....

OPERATION STEP-UP
A Nongraded Summer School Program

Hampton Institute
Hampton, Virginia

PUPIL'S REGISTRATION FORM

Pupil's Name.. Address..

Parent's or Guardian's Name..

Address.. Telephone..

Parent's Occupation: Father.. Mother..

Employer.. Employer..

Telephone Number to call in case of emergency ....

.... I should like for my child to attend the summer school at the Hampton Institute Nongraded Laboratory School.

.... I will see to it that he attends regularly.

The summer program is separate and distinct from the regular program of the Hampton Institute Laboratory School. Students participating in the summer will be expected to return to their assigned schools and classes in the fall.

Signature ....

Date ....

APPENDIX O
(Acceptance letter)

HAMPTON INSTITUTE NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

June 15, 1966

Dear Parent,

We are pleased to inform you that your child meets qualifications for admission to our nongraded summer institute, OPERATION STEP-UP. This institute is designed to give a booster in reading, language, and mathematics to pupils who have the potential to achieve. In selecting individuals for attendance at the institute, this institution did not discriminate on account of the sex, race, creed, color, or national origin of the applicant.

The school officially opens on Monday, June 20, at 8:30 a. m. Please transport your pupils to the school on Monday. Beginning Tuesday morning, transportation will be provided at designated points in Norfolk, Hampton, and Newport News.

A full statement of school policies will be discussed with you during our scheduled parent meeting. However, before your child officially enrolls, you should be aware of a few general policies which are enclosed. We are certain that because of your interest in our program, you will abide by these policies.

If you accept all provisions of the institute and your child will enroll, we will expect him at the school on Monday, June 20, at 8:30 a. m. If your child will not attend the institute and other arrangements have been made, please notify the school immediately so that other eligible candidates may be considered.

When your child enrolls in our summer institute, we will become partners working together for an exciting summer program. We wish to express to you our sincere appreciation for your interest in our nongraded summer institute.

Very sincerely,

S/Martha E. Dawson, Director

S/Helen H. Holston, Associate Director

APPENDIX P

(Rejection letter)

OPERATION STEP-UP
HAMPTON INSTITUTE NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

June 16, 1966

Dear Parent,

We should like to take this opportunity to express our appreciation to you for your interest in "Operation Step-Up." This letter is sent in reference to your child's application. There were over three hundred parents, like you, who responded to the announcement. Operation Step-Up was designed as an integral part of the nongraded institute for teachers and administrators and also as a service to a limited number of pupils in the Tidewater community. We planned Operation Step-Up for one hundred pupils and sincerely regret that we cannot accommodate more boys and girls in this program.

This letter is sent to inform you that your child was not selected to participate in the 1966 summer program. The selection committee which was directed by the program's psychologist attempted to select pupils who would fall into the usual categories found in the average classroom. Thus, those selected included slightly below average, average, and bright students. The Hampton Institute nongraded program is not designed for any one intellectual group, thus each applicant had an equal chance for admission to our summer program. There were many, many children who met all the requirements, however, the selection committee was limited to a certain number of pupils in each age and academic range.

We regret that your child will not be with us this summer. However, your name will be placed on file and if Operation Step-Up is offered next summer, we will mail you an application before the public announcement is made.

May we again express our sincere appreciation to you for the confidence you have expressed in the Hampton Institute Nongraded Laboratory School.

Sincerely yours,

Martha E. Dawson, Director

Helen H. Holston, Associate Director

APPENDIX Q

(School information form)

OPERATION STEP-UP
NONGRADED SUMMER SCHOOL PROGRAM
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

SCHOOL INFORMATION

Name of Pupil ____________________ School ________________________ Age____

Pupil's Address ______________________ Number of years in school__________

Teacher ___________________________ Parent or Guardian __________________

1. Has the applicant been absent from school frequently because of illness? Yes___ No___.
2. Does the applicant have the potential to do average work? Yes___ No___.
3. Does the applicant exhibit social or behavioral problems which would hinder academic success? Yes___ No___. If yes, please state briefly.

   ____

   ____

4. If the applicant has specific strengths and weaknesses, please list.

Weaknesses	Strengths

5. Please give information on the most recent tests given.

INTELLIGENCE TESTS

Name of Test	Date Given	Results: C.A.	M.A.	I.Q.

ACHIEVEMENT TESTS

Name of Test	Date Given	Results (Grade placements and/or percentiles)

To: Principal or Teacher
Please mail this form directly to:

Mrs. Helen H. Holston, Associate Director
Hampton Institute Nongraded Summer School Program
Hampton, Virginia

APPENDIX R

(Home information form)

OPERATION STEP-UP
HAMPTON INSTITUTE LABORATORY SCHOOL
HAMPTON, VIRGINIA

HOME INFORMATION REPORT

Name of Child____
(Last) (Middle) (First)

Address____

Date of Birth____________________Telephone__________

Mother's Name____

Mother's Business Address______________Telephone__________

Father's Name____

Father's Business Address______________Telephone__________

In case of emergency during school hours, please contact:

Name of Person____

Address________________________Telephone__________

APPENDIX S

(Statement of Policies)

OPERATION STEP-UP
HAMPTON INSTITUTE NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

STATEMENT OF POLICIES

DAILY SCHEDULE

8:30-12:00 CURRICULUM AREAS

Reading

Language Arts

Mathematics

12:00-1:00 LUNCH

1:00-2:15 ENRICHMENT ACTIVITIES

Recreation

Art

Trips

ORGANIZATION

A nongraded organizational pattern will be used. Pupils will be assigned to a primary unit or an intermediate unit with a master teacher in charge. Pupils who would be assigned to grades 1, 2, and 3 in a graded school will be placed in the primary unit, while pupils who would be enrolled in grades 4, 5, and 6 will be assigned to the intermediate unit.

Operation Step-Up is held in conjunction with an Institute for teachers and administrators. The participants in the Institute will be working from time to time in the classroom with the master teacher. Thus a cooperative approach to instruction will be used.

INSTRUCTIONAL PROGRAM

The unit teacher will use a diagnostic approach to determine academic strengths and weaknesses. Parents are thus urged to abide by the policies of the school and the decisions of the teachers on matters related to the instructional program.

No single reading series or teaching method will dominate the instructional program. Thus, differences in materials and instructional approaches will be evident in guiding the learning experiences of individual pupils.

ATTENDANCE

Regular attendance is required of all pupils enrolled in the nongraded institute.

HEALTH

Pupils will be insured during the school day.

DISCIPLINE

Children from various socio-economic, racial, and ethnic groups will attend the summer institute. All children are expected to work cooperatively and respect each other. Those individuals who find it difficult to get along with others and demand an abnormal amount of individual attention will be recommended for dismissal. Parents are urged to teach their children how to get along with others and to respect all persons working with the institute. Pupils will be guided to develop self-discipline.

PICKING UP PUPILS AFTER SCHOOL

Parents who transport their own children must pick them up no later than 2:15 p. m.

LUNCH

Lunches will be served daily to pupils attending the institute. There will be no cost involved.

CREDIT

No academic credit will be given to pupils attending Operation Step-Up.

*During the first week of school, we will dismiss at 1:00 p.m.

APPENDIX T

(Interest Inventory)

NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

MY HOBBIES AND INTERESTS

My name is ______________________________.

I am ______________________________ years old.

I have a pet ______________________________.

I like to read about ______________________________.

My favorite comic book is ______________________________.

I like these "funnies" best in the newspaper ______________________________.

I like to collect ______________________________.

I like to take trips to ______________________________.

I go to movies about ______________________________.

My favorite TV programs are ______________________________.

I watch TV about ____________ hours a day.

My favorite sports are ______________________________.

* *

When I grow up I would like to be ______________________________

____

I would like to be a ______________________________

because ______________________________

____

HAMPTON INSTITUTE LABORATORY SCHOOL

APPENDIX U

(Parent meeting, June 23, 1966)

OPERATION STEP-UP

PARENT MEETING

PHENIX HALL AUDITORIUM

THURSDAY, JUNE 23, 1966
7:30 P. M.

GREETING	Mrs. Helen Holston
PURPOSE OF OPERATION STEP-UP	
INTRODUCTION OF STAFF	Dr. Martha Dawson Institute Director
PHILOSOPHY OF NONGRADED PROGRAM IN THE LABORATORY SCHOOL	Mrs. Roberta Atkinson
TOUR OF FACILITIES	Mrs. Lydia Shipman
SOCIAL HOUR	Resource Room 119

STAFF

Dr. Martha Dawson	Director of Nongraded Institute
Mrs. Helen H. Holston	Associate Director
Mrs. Lydia Shipman	Master Teacher
Mrs. Martha Williams	Master Teacher
Mrs. Roberta Atkinson	Master Teacher
Mrs. Emmy Wilson	Master Teacher
Dr. Nellie Wilson	Psychologist
Mr. Moses Payne	Supervisor of Vehicle Service
Mrs. Mildred Johnson	Secretary of the Institute

APPENDIX V

(Enrichment schedule)

OPERATION STEP-UP
HAMPTON INSTITUTE LABORATORY SCHOOL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SHIPMAN	RECREATION Miss Sansone	ART Miss Herring	MUSIC Mr. Crump Mr. Simms	TOUR	RECREATION Miss Sansone
WILLIAMS	ART Miss Herring	RECREATION Miss Sansone	MUSIC Mr. Crump Mr. Simms	RECREATION Miss Sansone	TOUR
WILSON	TOUR	MUSIC Mr. Crump Mr. Simms	RECREATION Mr. Guthrie	ART Miss Herring	RECREATION Mr. Guthrie
ATKINSON	RECREATION Mr. Guthrie	MUSIC Mr. Crump Mr. Simms	TOUR	RECREATION Mr. Guthrie	ART Miss Herring

ART	RESOURCE ROOM
MUSIC	AUDITORIUM
RECREATION	OUTSIDE OR GYMNASIUM

APPENDIX W

(Intern's Evaluation)

INSTITUTE ON THE NONGRADED APPROACH TO CURRICULUM FOR ADMINISTRATORS AND TEACHERS OF THE DISADVANTAGED

INTERN'S EVALUATION

PURPOSE OF INSTRUMENT

This instrument is designed to give participants, unit teachers, and institute instructors some indication of the intern's skill in individualization of instruction in a nongraded classroom by providing for individual differences.

RATING SCALE

1. Needs to develop more skill in individualizing instruction.
2. Shows average ability in individualizing instruction.
3. Shows exceptional skill in individualizing instruction.

FACTORS	INTERN'S EVALUATION	STAFF TEACHER'S EVALUATION
I ATTITUDE AND INTEREST		
Adjusted to new and difficult tasks.		
Completed projects and assignments on time.		
Sought additional help when necessary.		
Accepted the distinct learning patterns of each child.		
Related professional readings to classroom.		
Adjusted to pupils with varied racial and ethnic backgrounds.		
Worked equally well in leadership and subordinate roles.		
II MAINTAINING THE CLASSROOM		
Maintained a neat attractive atmosphere.		

	INTERN'S EVALUATION	STAFF TEACHER'S EVALUATION
Voluntarily assisted with routine details.		
Cared for equipment adequately.		
Involved students in housekeeping tasks.		

III. CURRICULUM AND INSTRUCTION

Encouraged divergent thinking.		
Stimulated creative reports.		
Developed necessary sequential skills in:		
Reading and the language arts		
Social living experiences		
Mathematics		
Made provisions for individual differences in learning.		
Developed interesting and meaningful independent work and devices based on individual or group needs.		
Provided opportunities for the use of varied books and teaching materials in:		
Reading and the language arts		
Social living experiences		
Mathematics		

IV. EVALUATION

Used a systematic procedure to find the individual needs of each pupil.		
Made use of informal inventories		
Made use of results of standardized tests		
Made use of interest inventories		
Others		
Developed informal methods of evaluation.		
Consulted experts when available.		

Name of Intern ____________________

Unit Teacher ____________________

Dates ____________________

APPENDIX X

Parent Meeting July 27, 1966

OPERATION STEP-UP
PARENT MEETING
PHENIX HALL AUDITORIUM
WEDNESDAY, July 27, 1966
7:00 P.M.

GREETINGS --Mrs. Roberta Atkinson

OVERVIEW OF OPERATION STEP-UP --------------------- Mrs. Emmy Wilson

APPRAISAL OF PROGRAM ------------------------------ Mrs. Martha Williams

REMARKS --- Dr. Martha Dawson

CREATIVE PRESENTATION ----------------------------- Intermediate Unit

CLASSROOM VISITATION

SOCIAL HOUR
Resource Room

OPERATION STEP-UP
HAMPTON INSTITUTE NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE

July 27, 1966

7:00 P. M.

Mrs. E. B. Wilson's Class

- Presents -

"THOR LOSES AND FINDS HIS HAMMER"

Written in five scenes by Deborah Easter and Deborah Owens:

Scene I	Thor's Palace
Scene II	Freya's Palace
Scene III	Thrym's Palace
Scene IV	Meeting Hall
Scene V	Thrym's Palace

- CHARACTERS -

Thor (God of Thunder)	Wayne Richards
Loki (God of Mischief)	Deborah Owens
Thrym	Deborah Easter
Freya (God of Love and Beauty)	Valerie Clark
Servants	Katra Jones Cris Fuller
Giants	Keith Johnson Karl Sidney Walter Jackson
Thrym's Sister	Mary Swan

APPENDIX Y

(Parent Evaluation)

OPERATION STEP-UP
HAMPTON INSTITUTE NONGRADED LABORATORY SCHOOL
HAMPTON INSTITUTE
HAMPTON, VIRGINIA

Dear Parent,

OPERATION STEP-UP is approaching its final week of operation. At this time, we would like very much to have your reaction to the program. This will enable us to clear up concepts and plan more effectively for future programs. Your signature is optional. Please return the completed form to school by Monday, July 25, 1966.

Thank you for your cooperation.

Yours truly,

Helen H. Holston
Associate Director

(1) How has your child reacted to the nongraded school?

(2) Have you noticed any differences between the educational program in the nongraded school and the graded school from your day to day conferences with your child?

(3) How has your child reacted, from your observation, to children with whom he has had contact?

(4) Do you have questions about some aspects of the schoool program which you feel you would like answered? If so, please list your questions.

(5) Do you have any suggestions or recommendations to share with us for future summer programs? If so please list your suggestions.

Name ____
(Optional)

Date ____